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AND OF THE

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SELF-CULTURE—ADDRESS TO YOUNG TEACHERS.

BY PEN, MILWAUKEE COUNTY.

Everything in the great economy of nature on the vast and ever-widening fields of science, and in the history of man, is eminently progressive. As the poet expresses it,

> Beneath this starry arch
> Naught resteth or stands still.

Each atom in the physical and intellectual word is forever advancing towards perfection; or, having reached a certain point, and having spent its vital power, it hurries to decay. A stand-still in nature is as much an impossibility as a pause in the flight of old Time would be.

In nothing is this law more apparent than in mental culture. Perhaps you have attained a fair standing in the principal branches of a liberal education; your name may be among the best in literature, art or science; you are satisfied with what you have mastered, and you cease for a year, or perhaps a lustrum, to add the ever accumulating improvements and discoveries to your stock of knowledge. And behold! you are left behind in an astonishingly short time. You find your laurels fading and your fame paling before the renown of scores who were plodding in your rear but a short time ago. Your key of knowledge is covered with the rusts of inactivity, and will not fit the door of the new temple. For the culture of the mind, which begins with the infant in his cradle, is never finished until that mind ceases to exist for the world. Put a barrier to its *continuous* development, and you cripple it and prevent its destination—the attainment of perfection.

Fellow-teachers, let us apply these reflections to a case that deeply affects ourselves and the great cause which we serve. Let us seriously ask ourselves the question: Are we sufficiently progressive in our self-culture? Have we steadily advanced in this weightiest branch of

our education, ever since we left the college, the academy? Have we thirsted for the spring of knowledge, and hungered for the daily bread of instruction? Have our thoughts ever centered in our life-work, Universal Education, causing us to aim at perfecting our minds for this grand task which is still growing, demanding strong hearts and clear heads for its gigantic duties?

Or have we laid our books and our noble ambition with the faded memories of our school-days, content with what we have learned, and feeling ready for all the requirements of the next annual, or indeed any future examination? Have we crammed our memories with the contents of a respectable number of text-books, and knowing these by rote, is our thirst for *knowledge* stilled? And do we leave the best parts of our work—self-improvement—to the chances of life, relying on experience, on desultory reading and occasional information, for instruction; satisfied with fulfilling the bare requirements of the law, instead of interpreting that law according to the wants of mankind? If we belong to the latter class, then, fellow-teachers, we are living in vain. Worse than that, we defraud the youth entrusted to our care, of their vastly important rights, and the State of public money, which we obtain on false pretences; and we disgrace a profession which has a right to acknowledge no superior.

But we are not inclined to be as sweeping as that Chicago critic was, who placed the "average schoolmaster" several degrees below an intelligent monkey. We know, and say with just pride, that our profession has its galaxies of lustrous stars, its aspiring talent, and bands of faithful, earnest workers everywhere. Were not this the case, the history of man in the 19th century would not be what it is, and even the superior wisdom and intelligence of our Chicago friend would probably never have blazed into the radiance which threw its withering light on the object of its scorn.

Nevertheless, while we admit that there are many teachers who acknowledge the importance of unintermitting progress, we cannot close our eyes to the fact, that there are those among us who are either very slack in that direction, or are actually retrograding, for want of the great lever, self-culture, which would keep them from sinking into the pool of mental stagnation. They are too self-sufficient, or too indolent, to go on in the work of adapting their minds to their task; they feel no impulse, or ignore it when felt, to enlarge their sphere, by enlarging their capacities, and they continue in their accustomed routine until it becomes threadbare. They have, or have not, chances for improvement, but they hate to make an effort, or having made it, to persevere. Too well they like the smooth road of instruction, which is paved by well-known text-books, and the easy round of familiar recita-

tions and perorations, requiring no unusual exertion, no brain-work. To them, the increasing watchfulness of the law is an unwelcome intrusion on the sacred ground of custom. If you inquire what they read, they will probably mention a journal of the Ledger or Waverly school, and perhaps a local paper. We have known some that doated on "yellow covered literature." Perhaps they never saw, much less read, a meritorious work on education, or on schools, and of the many excellent journals devoted to the interests of the profession, they hardly know the names. They do not attend Institutes, or similar meetings, unless forced to do so by the vigilance of Superintendents; nor can they comprehend why they should "bother" about learning what they suppose they know, they being graduates of Brick College, or Block University. They have their certificates all right—what on earth, can else be expected of them?

What, my friends, can and *must* we expect of you? Why, just what we expect of a tiny little bud, just put forth by its mother stem—we expect growth and development—the transformation of a budding promise into the blossom of a most excellent fulfillment! When first you enter your profession, no matter what your talents, your acquirements may be, no matter how proud the title which an indulgent Alma Mater has conferred upon you, you are a mere epitome of the future blossom, a chrysalis hiding the germs of beauty. And as the bud and the chrysalis need the genial warmth of the summer sun to effect their change into a lovely rose, a brilliant butterfly, thus your young minds need the inspiring influence of *constant improvement*, in order to develop into something good and noble.

Therefore, if teaching is not merely a question of victuals and clothes with you (and you have no right to degrade your profession to that), if you desire to do your grand work grandly, let your constant aim be "Self-Culture." It will make you richer than Stewart or Rothschild, for the more you give of *this* wealth, the more you have of it. Never did such usurious interest flow into any man's purse, as will return to you, increasing the principal a thousand fold.

Fellow teachers, let us not reply to this with the hackneyed phrase, that we are *too poor* to secure valuable instruction—there can be no barrier to our improvement as long as there is any truth in the old adage, "Where there is a will there is a way." New avenues are constantly opening for our benefit, kind hands are extended to help us along. It does not require much money, nor an undue amount of time, to keep up a spirit of improvement. But you must be wide awake and *seek* for golden opportunities, instead of waiting for them to come to you. Study well the grand book of Nature, which lies open before you, day after day, inviting you to explore its wonderful pages teeming

with lessons of wisdom and beauty. Get a good educational or scientific work, or both, as often as you can—say at least one each term. Read the papers as often as possible, they mirror the wants and deficiencies of the people. Attend institutes, where you can gather in a day the fruits of life-long labor, and where you will feel that you are no longer an isolated toiler, plodding your weary way through the trials of the school room, but the member of a powerful band joined together by the sympathetic chords of a common aim. Lastly, but not least, *take at least one* journal devoted to the cause of education; let it be *the leading one* in your State, and read it with the *heart* as well as with the eyes.

Thus armed, you will become what you ought to be—a power in the land. Then will you break the present degrading system of cheap labor in schools—of work badly done and badly paid. Then will you rise in your profession, and your profession will rise *with* you; and not only the present, but *future* generations will reap the golden harvest of your sowing.

COMMON SCHOOL STUDIES—PART II.—MATHEMATICS.

BY A. F. NORTH, PEWAUKEE.

Having indicated the possibilities of the common school curriculum in the culture of intelligence, we turn to the consideration of its fitness for the cultivation of the judgment. In order to this it must be varied. For while all reasoning must have much in common—ex. gr. a sure foundation and self-evident subsequent steps—there are radical differences in the nature of the foundations as well as in the character of the succeeding processes; ignorance or neglect of which leading to much of the bad logic so often met.

For our purpose it will be sufficiently accurate to classify the methods of reasoning under three heads:

1. The purely mathematical, having its basis in axiomatic truths, few in number, and as generally and confidently assented to by the intellect as the sweetness of sugar or the bitterness of gall is by the palate, all subsequent conclusions *flowing out* from these and acknowledging no other source.

2. The *physical* wherein the bases are observed facts, numerous and well established, the conclusions in this case flowing inward and pointing to general *law*, from which, in turn, new truths are predicated and the way to new discoveries pointed out.

3. The *metaphysical* (if I may be permitted the use of this term in this sense) in which our deductions have for their foundations our *conscious* intellectual operations and spiritual and moral intuitions.

These three singly, or in combination, meeting all our wants.

Arithmetic, Elementary Algebra and Geometry afford the best of fields for the exhibition and cultivation of the first method of reasoning. Even in Addition the pupil may have a taste of the axioms, by submitting that "the whole is equal to the sum of the parts and greater than any of them." But he should *really* taste this, and his judgment should confidently accept it. To have him merely learn the *words* and repeat *them* is suicidal. Subtraction affords an example of the corollary from the axiom of addition and the terms *minuend subtrahend*, etc., an opportunity for clear definition, while the term *borrowing* is an illustration of the loose use of language against which they should be cautioned. The pregnant, self-evident principles of Division are invaluable as an intellectual discipline, and should be brought boldly out and kept before the class until they are thoroughly realized and until each scholar *feels* that he stands upon a rock when he stands upon the assertion that "dividing or multiplying, both divisor and dividend by the same number does not alter the quotient." And so of the others. Let these principles be faithfully applied to the solution of all problems in Fractions. Let the scholar see that Reduction, Multiplication and Division of Fractions are evident deductions from these principles, and there will be no need to have them memorize rules. They will be able to make rules and apply them too, and that with certainty. No pains must be spared here. We are here laying foundations. We are making or marring here. We are giving birth to vital power in our pupils, or we are making mere machines or at best parrots of them. By compelling or allowing them to follow the rule method we rob them of the exquisite pleasure which the mind enjoys in the processes of deduction. Help the dull ones to this pleasure and receive their gratitude in an eye brightened with new found powers. Use expedients to this end. Make use of the concrete. This is always necessary in order to reach the minds of some in the class, and strengthens the impressions on all. It may be said that this takes up time. Well, the scholar cannot afford to lose it at whatever expense of time. But, indeed, the method suggested is the very economy of time. We are here begetting powers that will go with our scholars throughout their subsequent course, throwing light upon it and enabling them to do work for themselves, which we would inevitably have to do for them, and then have it done but very imperfectly. And then the difference in the intellectual status under the two regimens! The one a man, the other little better than a monkey, intellectually. The acquirements of the one going with him through life and developing (because vital); the other's dropping from him when he leaves school and leaving only the remembrance of a blank.

Reduction of compound numbers affords an opportunity of showing the universality of the *law* of reduction as deduced from division and developed in common fractions—the change in the *denomination* of the one taking the place of the change in the *denominator* of the other; the two operations, however apparently unlike, being in fact identical. By referring here to the subject of notation, we can illustrate the difference between *necessary* truth and *conventional* truth. Show that while in the Arabic notation a radix of ten is used, we might adopt one of 8, or 12, or any other number; or, indeed, as in compound numbers, a varying one; but that reduction in no case can be effected otherwise than by a corresponding change in the numerator and denominator. When this course of rigid deduction is pursued, we do not find students in Algebra, when asked to *explain* subtraction of negative quantities, give as a sufficient answer, "change the signs of the subtrahend, or conceive them changed, and proceed as in addition." Nor when you suggest the difficulty of satisfying one's self that subtracting -2 n from 4 n should give 6 n, have for reply, "well, that's the *rule* in Algebra, and always gives the answer." Nor when similar queries are put concerning multiplication, and they are asked if it does not appear strange to *them* that two factors having negative signs should give the same results as the same factors having positive signs, have them answer "Yes, I don't understand it, but it's the *rule* in *Algebra*." If Algebra is worth anything to nine-tenths of those who study it, it is because it brings before them examples of reasoning, sound from "turret to foundation stone;" enables them to frame such themselves, and detect the errors in any falsely claiming to be such. But if the student can be brought to believe that sound reasoning can rest upon such bases, no wonder that he can accept in after life the vagaries of spiritualism and other such crudities, as the most profound philosophy. The teacher who permits his scholars to go along in this way, is guilty of giving them for bread a stone, and for a fish a serpent. With such training, how can we ever expect to have even an approximation to unanimity in the science of government, political economy or theology?

In equations, as in fractions and proportion in Arithmetic, the students should feel the absolute certainty of their results, that every step in their deductions is so sure that it cannot possibly be otherwise. In the Binomial Theorem they should see an example of analogical reasoning, and detect the difference in it from the deductive, and long for the purely mathematical demonstration of it. The difference in the methods of mental and written Arithmetic should not pass unnoticed, the reasoning in the latter being mainly on number in the abstract, in the former quantity in the concrete, while the identity in results should be carefully noted.

EDUCATION.

BY P. P. IVERSLEE, IOLA.

It is well known that at the present time and in this country there are none who oppose a universal diffusion of knowledge. It is only as to the means and manner of spreading knowledge that people differ in opinion; and ardent argumentations in proof of the necessity of universal education—argumentations said to be directed against enemies of education—seem like blows directed against persons dead and buried.

What is now to be discussed seems to be, in the first place, what education is, and secondly, how children are to be educated. On these points it cannot be denied that there is some difference. Education is thought by some to consist in four essential points. They insist that to educate children is not only to give them abundant information, but to train them so as to become, *healthy*, *upright* and *efficient* men. They say that a person may be well informed, and yet poorly educated. It is also insisted by "a certain class of persons" that our common schools do not promote a good moral character. I will not decide in the matter, but if it is really the case, I will permit myself to suggest that such may not be the *necessary* condition of the common schools, though it may be so actually.

Another class of persons seems to think that moral instruction does not form a part of the education of children. They say that physical comfort and happiness is to reform humanity. No doubt they will; though we read in old books that such reformation sometimes tends the wrong way. See, for instance, Deut. xxxii., 15: "But Jeshurun (Israel) waxed fat and kicked: thou art waxen fat, thou art grown thick, thou art covered with fatness; *then he forsook God which made him, and lightly esteemed the rock of his salvation.*" Yes, physical comfort and happiness will do it. And then we have so many steamships and railroads and telegraphs now that will christianize the world. It was a pity that our Lord and God, instead of inspiring his Apostles to preach his Holy Word, did not set them to work building steamships and railroads. According to our modern notions, they would have accomplished their object far better that way.

But the Supreme Ruler seems to have some peculiar notions of his own with regard to the government of the world—notions that do not in the least harmonize with what human reason, which now begins to be regarded as the sole light of man, would dictate. So far from regarding physical comfort as an essential point in bringing his chosen people into a condition to listen to him, we find that he visited them with the greatest calamities when they departed from his ways.

I do not mean to deny that there is less of crime committed among a people whose wants are abundantly supplied. The motives and occasions for wrong-doing being out of the way, there must naturally be less of crime. But it would be well to have inculcated in our schools that sort of morality which does not depend upon outward circumstances; that morality which is proof against temptation. Given the same kind of moral instruction, the more prosperous of two nations may, perhaps, be the most free from vice. But when we turn to history we find that virtue has not depended upon the prosperity of a nation, but that a nation's prosperity and duration has depended upon the virtue of its citizens. The decrease of virtue in the Roman Republic was certainly not caused by the want of victuals. It is true, they did not have railroads and steamships; these would undoubtedly have saved the sinking virtues of the republic. The most frugal of the Grecian States retained its virtue and independence the longest. When we turn to the present condition of the world, what nations do we find stand highest in the scale of morality, those in the rigid countries of northern Europe or those in the luxuriant countries of southern Asia? In cases of individuals, we do not find a single instance of a person's morals being altered for the better by prosperity; but there are hundreds of instances in which adversity has wrought a happy change in this respect.

I will allow myself to bring forth some of the arguments of those who think that moral culture is indispensable in the education of the young; and in doing this I hope it will not be regarded as untimely to quote what is regarded by many as a true description of the nature of man. In Gen. viii, 21, we read that "The imagination of man's heart is evil from his youth;" and Matt. xv, 19: "Out of the heart (of man) proceed evil thoughts, murders, adulteries, fornications, thefts, false witness, blasphemies." Villainy, then, is the result of man's corrupted nature, and where this nature is not checked by good instructions and examples it will thrive and grow. Villainy is not the *result* of purely mental training, but such training, unaided by moral and religious sentiment, only enables man to indulge the more freely in his natural evil propensities. If the influence of public schools upon morals has been a good one (which I do not mean in the least to deny), it is a proof that their training has not been a purely mental one. Either with or without the intention of the teacher, moral instruction has been imparted. Every good teacher tries to check the evil propensities of his scholars, and to encourage good ones. Indeed, there is no midway path to be chosen in this respect. The teacher imparts either good or evil instruction. If he does not check what is evil, he encourages it by his silence.

Persons wishing to compare the effects of the several plans of instruction would do well, in contrasting two or more countries against each other, to select such for contrast whose circumstances in other respects than in those of *methods* of instruction are most alike. * *

There have been in Europe two sorts of reformations, or, rather, two sorts of reformers: on the one side, Luther and his coöperators; on the other, Voltaire and his admirers. The one founded his belief on the light of the Word of God, *and on that only*. The other professed to follow only the light of human reason. Whose writings have enlightened the world the most? Which have the most improved its morals? Has the light of human reason, preached by Voltaire and others, dissipated the superstitions and bettered the moral condition of France? Far from it; and this is no wonder; for the lords in infidelity were also lords in immorality and superstition. The apostles of the light of human reason were able to believe everything except the truth. Advocates of purely mental culture ought to be alarmed by facts like these. If human reason, unaided by heavenly light, has heretofore been an insufficient guide, it will certainly be so hereafter. Religious instruction, therefore, is indispensable. There is nothing to hinder that our public schools be conducted according to the spirit of Christianity, and this spirit does not allow children to grow up vicious, which, if left to themselves, without instructions with regard to right or wrong, they will certainly do.

Before closing I will further examine the principle according to which physical comfort is an antidote to immorality and vice. Let us look at the condition of the world, and see if this "proposition is supported by facts." The South Sea Islanders certainly do not lack physical comfort. Reports of the practices of that people previous to the introduction of Christianity would not be very agreeable to read. In the vicinity of the North Pole, on the shores of Greenland, is another people praised for their remarkable freedom from vice. The regions they inhabit certainly do not abound in the comforts of life. Again, what nations are the most free from vice, those in the north or those in the south of Europe? Indeed, when we examine the facts, it is to be wonderd at that such a proposition as the above mentioned should ever have been set forth.

At a Certain College the Senior Class was under examination for degrees. The Professor of Natural Philosophy was badgering in optics. The point under illustration was that, strictly and scientifically speaking, we see no object, but their images depicted upon the retina. The worthy Professor, in order to make the matter plainer, said to the wag of the class: "Mr. Jackson, did you ever actually see your father?" Bill promptly replied, "No, sir." "Please to explain why you never saw your father." "Because," replied Mr. Jackson, gravely, "he died before I was born, sir."

PRACTICAL SPELLING.

BY HENRY CROUSE.

The art of spelling is successfully taught only with the pen or pencil, the only practical use there is ever made of it. Why not teach spelling in the same way that it is to be practiced? The recorded wisdom of Solomon teaches us to instruct children in that which they are to practice when old, that the knowledge thus acquired may be so impressed upon their minds that it will not depart from them. Now if in the days of Solomon the retentive qualities of knowledge were strengthened by practice, I cannot avoid the inference that the *method* of acquiring knowledge is also strengthened by practice now. Therefore, I wish to entreat my fellow teachers to teach and learn to spell as we have need to practice spelling—with the pen or pencil, then we will have it at least practically, and I think philosophically correct. I have no wish to reject the *exercises* of pronunciation and syllabication as contained in spelling books, but instead of being in spelling books unassociated by intelligible thought, they ought to immediately precede the reading lessons. But no word should be introduced in the pronunciation exercise which is not contained in the reading exercise. Every spelling exercise should be taken from the reading. Spelling and writing should be conjointly taught and simultaneously practiced. What scholar, either young or old, ever referred with his mind's eye to the lessons of his spelling book when called upon to write a social letter to his absent friend? Who would trace with his mental fingers the page or columns of his spelling book for the purpose of satisfying himself that thus and so, any given word is spelled, and simply because the spelling book so taught him? I confess that my mind while writing is more occupied with the thoughts I intend to communicate, than with rumaging the columns of a spelling book for the approved orthography of words. A person must learn to spell words as the constituent elements of sentences, instead of letters as the constituent elements of meaningless words. A thorough knowledge of the art of spelling can be acquired only by so educating the hand hold of the pen, as to correctly spell the words without any apparent help from the mind. In fact the hand must be virtually taught to spell.

A PRESIDENT of one of our popular railroads once wrote to an old farmer, requesting him to remove some shedding along the line. The old farmer could not make it out, and believing it to be a free pass, used it as such for a year, none of the conductors presuming to dispute the construction he had put upon the scrawl.—*Oliver Optic's Magazine.*

THE WANDERER.

[Translated from the German, by Pen.]

A wanderer went forth, with a staff in his hand,
A flower on his hat, and he traversed each land,
Saw countries and cities in beauteous array,
But on he must wander, must hasten away.

A cottage he spies, in the lap of a vale,
O'er its white walls the roses and jessamines trail;
Oh, there he would rest at the close of his day,
But on he must wander, must hasten away.

A maiden he meets, like a rosebud so sweet;
She blushes a welcome, the wand'rer to greet.
He gazes enraptured, and fain he would stay.
But on he must wander, must hasten away.

Ah, soon will his journey be ended and o'er,
Another commence on Eternity's shore—
As he halts on the brink of the grave he will sigh,
That joys were so few, and the few he passed by.

What then, though his deeds be emblazoned by fame,
The heart yearns for more than the sound of a name;
It longs for a home and the sweet smile of love—
Ah, sad, weary wand'rer, thou'lt find them above!

THE COMING TEACHER.

BY D. E. HOLMES, BERLIN.

The future is very often spoken of as the golden era, when the friends of our common Father, linked together by the golden links of knowledge, benevolence and virtue, shall see eye to eye in the Paradise Regained. But when shall this future era begin? What is the seed of its germination? By whom shall its dawn be heralded? What is the work that must be done during its hours or its "sun will go down while it is yet day?"

In answering these questions I shall call attention to the Coming Teacher and his work. In him is found the seed principle of this better future. By him a great work must be done or this golden future will never come. This seed principle in education and morals, which the coming teacher possesses, is a proper conception and a correct understanding of the nature and importance of his work. The teacher's work is of primary importance. It is to the other occupations what the sun is to the planets—the center and light of them all. First. The coming teacher must be a ***scholar*** and an ***indefatigable worker.*** John Milton, in one of his prose works, remarks that a true poet, in his life and person, is a true poem—that is a composition of the best and

noblest parts. So the coming teacher must be a true scholar and worker—a combination of the best thoughts and the noblest life. Active, cautious and persevering, he must always show himself the pattern of industry, morality and decision. The old Spanish proverb "As is the teacher, so is the pupil," is specially true.

Children are very impressible. They naturally take from teachers either enthusiasm or dullness.

If the teacher will have punctuality, studiousness, order and spirit in his school, he must possess these virtues himself. As prompt as is the sun he must be in his place. He must come fresh from a careful examination of what he is to teach. His soul must be in his entire work. These habits, on his part, give promptness, zeal and determination to the pupils. He masters the text-book. In too many schoolrooms the text book is master. The text-book teaches, while the teacher sits with finger pointed and teaches only what the book says. The coming teacher makes not the text book only, but the whole subject he teaches, his servant. He, himself, is the master. He makes the truths, which he teaches, his own, and as such teaches them. These truths he makes his own by study, by thought, by reading and by experience. He keeps his eyes and ears open, and teaches what he learns through them. His teaching is practical. He is earnest and persistent in his work, anxious not for the day or week to pass, but to see his pupils interested, studious, and advancing in useful and practical knowledge.

The present is a peculiar period in history. Its great watchword is improvement. Almost every one wants something novel, fresh and original. Therefore, the coming teacher must be an *originator*. Not necessarily an inventor of new truths, but an originator of new and impressive methods of presenting the truths. He is dissatisfied with the old methods of teaching. To him these methods are as the canal-boats and stages of the past to the present mode of traveling. These were, perhaps, well enough in their day, but their time is past. At present we travel by steam. We send our news with the speed of lightning. So the coming teacher is progressive. He is continually originating and practising new methods for presenting the branches of study which he teaches. He creates new ways for simplifying and illustrating the lessons, thus bringing them within the comprehension of even the youngest pupil. His constant inquiry is "How can I interest my class in this study and make them understand it?" In answering this question the age of the pupils and the nature of the study must be considered. But this is not all. An interest must be created and continued. Freshness must be infused into every lesson. Inquiry must be evoked from the class, and replies in clear and concise

language must be originated. In order to secure this, there must be constant invention. Pupils do not tire of the truth, but they sometimes lose interest in it because of the way in which it is presented.

The condition of things can be changed by originating some new way of teaching the class, and thus the dull monotony of the school-room is very much diminished. All light is white as it comes down from the sun to the earth, but a prism will give it seven different colors. The coming teacher before his class, is to the truth what the prism is to the white light. He gives to it far more than seven colors. He makes it fresh, striking and impressive. He so presents it to his class that they love it, and thus causes them to work for it as for hid treasures. His classes know that deep down in every lesson there is a golden mine of precious truth. This causes them to find it, and if they do not fathom its depths, they are prepared, by the trying, to fully appreciate the golden ore when brought forth by the earnest, original teacher. Let every teacher, then, be a ***scholar***, a ***worker*** and an ***originator***, and thus be prepared to shake hands heartily with the coming teacher.

GENERAL VIEW OF DECIMALS.

BY L. CAMPBELL, DANE COUNTY.

In any scale of notation the modulus is equal to a unit of the second order, and may therefore be denominated ten, whatever be its value. Hence the term decimal can properly be applied to any system of notation, where numbers increase from right to left in a given ratio. If we denote this ratio by r, and take $\frac{N}{D}$ to represent a proper fraction in its lowest terms, M an equivalent decimal, and n the number of decimal places in M; then $\frac{Nr^n}{D}$*$=Mr^n$=whole number. Designate the digits of this number by $a, b, c, d, \ldots l$, a being units, b tens, c hundreds, d thousands, on to l, the highest order of units in the number.

Then $\frac{Nr^n}{D}=Mr^n=a+br+cr^2+dr^3+\ldots+lr^{n-1}$.

Dividing by r^n we obtain

$$\frac{N}{D}=M=\frac{a}{r^n}+\frac{b}{r^{n-1}}+\frac{c}{r^{n-2}}+\frac{d}{r^{n-3}}+\ldots+\frac{l}{r}.$$

Here we have two series, the first representing a whole number, and the second the same, reduced to a decimal. Now when Nr^n is not divisable by D, the number of terms in the above series, will be unlimited, in which case, M becomes a circulating decimal, and n =infinity. If r be a prime number, Nr^n is not divisible by D, unless $D=r$, or some power of r. Hence r, r, r, etc., are the denominators of the only fractions that can be reduced to finite decimals, when r, the modulus is a prime number. For instance, when $r=7$, the only fractions that can be

* In this and other fractional quantities through the work, $r\ n$ is to be read r^n; and in other places, $x\ p$, x^p; $y\ m$, y^m. The type is not sufficient for its purpose.—*Eds.*

exactly expressed decimally, are those whose denominators are found in the series 7, 7 , 7^2, etc., which is equivalent to 10, 100, 1000, etc., since the value of r in any scale is represented by 1 with a cipher annexed.

But suppose $r=xy$, x and y being the prime factors of r; then, if D contains these factors, or any number of them, and *none others*, except itself and unity, the fraction $\frac{N}{D}$ wil reduce to a finite decimal. For if we place $n=m+p$, and $D=x^m y^p$; then $\frac{Nr^n}{D}=Nx\,y^m$. Hence, $\frac{N}{D}=\frac{Nxy^m}{r^n}$,* which is a finite decimal.

Now let us suppose $D=x^m y^p z$; then $\frac{N}{D}=\frac{Nxy^m}{zrN}$*, x and y being prime numbers, they are of course not divisible by Z; and N is not divisible by Z, since N is prime to D and Z a factor of D. Consequently if D contains any other factors than x and y, the prime factors of r, the fraction $\frac{N}{D}$ gives rise to a circulating decimal.

In the common system of notation $r=2\times5$; hence in this scale any fraction whose denominator contains no other prime factors than 1, 2, or 5, can be reduced to a finite decimal. Otherwise, it will become a circulating decimal.

GEOGRAPHY FOR OUR COUNTRY SCHOOLS.

BY EVA M. MILLS, PLATTEVILLE.

It is not strange that a pupil going from a school where Geography is taught "with all the modern improvements," should find himself at a loss in most of our country schools. Neither is it surprising that after a term or two he should say, "I cannot teach Geography."

The lack of any of the proper aids to this study, which exists in many districts, is discouraging. But *nil desperandum*, must be the motto of one who would win success. If appeals to the Board are fruitless, the teacher must furnish what he can by his own effort. Less labor is required to supply wall maps and globes than would at first appear.

Many teachers have perhaps noticed that it invested cube root with a new interest to cut the blocks for illustration from a turnip. The boys are used to extracting that root, and to take it in this way makes penknives useful.

Once, in a district where wall maps were unprocurable luxuries, and globes, "new fangled notions to take the money from poor people's pockets," a rubber ball with the continents outlined upon it, served the purpose of the latter, and maps drawn on the blackboard, of the former. After a few days, an enterprising pupil substituted a spherical gourd for the ball, and gourds were immediately the fashion. Children enjoy making their own apparatus, and are blissfully ignorant of

* See note on preceding page.

its imperfections. With one of these gourds as the earth, a knitting needle as the axis, a lamp as the sun, an explanation of the revolutions of the earth, its inclination upon its axis, the seasons, and similar facts, was given, which was highly satisfactory to the pupils, if not to the teacher. Copying the maps placed upon the blackboard, gave employment to many otherwise idle hands. A list of names written there, afforded an exercise not only upon their maps, but in spelling.

Our text-books are lamentably deficient in historical notes, but geography without history, is a picture without shadows. The teacher must furnish history, anecdote and description. There is perhaps no other of the elementary studies which allows so many and such variety of exercises, which can be made so powerful an agent in securing order and discipline, and which can be made the medium for conveying so much useful information.

In this the pupil may be most plainly taught that in the book he gets merely the foundation, and he must glean from a wide field the materials for his superstructure.

Eleven Things Required by Teachers.—1. A clear and ready knowledge of the branches to be taught.

2. A full and accurate knowledge of the nature of a child in general.

3. A more specific knowledge of the nature of each child such as will reveal to you peculiarities of idiosyncracy.

4. A possession of each pupil's confidence consequently of its respect, and so far as may be of its affections.

5. The possession of the co-operation and good will of the parent.

6. The possession of a healthy body.

7. The possession of a clear head and of a well-trained and a well-stored mind.

8. The possession of a loving and pure heart.

9. Sincere love for the work, and for the welfare of the children committed to your care.

10. A willingness to work for a small reward, and with or without praise, as circumstances may determine.

11. A deep and abiding sense of your responsibility to your pupils, to community, and to God.

The meanest and most illegitimate of all human pursuits is the direct pursuit of reputation. It is supremely selfish and contemptible; and there is no man who really deserves a good reputation, who does not make its acquisition a subordinate aim in all his actions.—*Dr. J. G. Holland.*

COMPARATIVE ETYMOLOGY.

BY DR. J. B. FEULING,

(Professor of Modern Languages and Comparative Philology, State University.)

BRITAIN. This is another name for England and less ancient than Albion; it was applied by the Britons (Brythons), whose name is derived from their God Bryt or Pryd, after whom they called the island Brytain, Prydain. The syllable *ain*, in the compound Pryd-ain, is synonymous with the word *ion* in Albion. The simple name of the god *Pryd* is preserved in one of the most ancient monuments of Welsh literature, a sacrificial hymn addressed to the god Pryd in his character as god of the sun.

There is still another name, preserved in that of the town of Edinburgh (Welsh *Caer* or Dinas Eiddyn) and applied by the *Aedin*, a second tribe of the Celtic migration, whose name is derived from their god *Aed*, after whom they called the island *Aeddon* or *Eiddyn* (Edin). The syllable *on* or *yn* is synonymous with ain or ion, signifying island.

PICT. Both Webster and Worcester derive this name from Latin pictus, p.p. pingere, to paint; and Webster adds: One of a tribe of Scythians, or Germans (?), who settled in Scotland. According to the last results of Celtic researches, the *Picti* and *Scoti* are the most celebrated tribes of the *eastern migration* of the Celts. These two names correspond with analogous words in Gaelic; for Scot see in Webster. The other name corresponds with the Gaelic *pic-t-a*, *peic-ta* (Welsh, peith), *fighting man*, from the Gaelic *pic* (beic, beuc), Welsh, peith, *to scream*, to *fight;* the same root is found in the Latin *pugn-a* and in the old German viht-an.

PARRICIDE. This word, from the Latin parricida, is most generally supposed to be compounded of pater and caedo, and consequently a contracted form of *patricida*. But there are two objections to this etymology. The first is, that the word did not originally signify the murderer of a father, but any person who killed another, (cf. Mommsen, Hist. of Rome, I., 240); it would, therefore, appear, that *parricida* meant a murderer generally, and afterwards the murderer of certain persons in a near relationship. The second objection is, that there seems no analogy for the contraction of *patricida* into *parricida*, as the Romans said matricida, patricida, patrimonium, matrimonium, etc.

In consequence of these objections to the etymology of *pater* and *caedo*, various others have been proposed. Priscian, who mentions the etymology given above, likewise gives the derivation of *par* and *caedo*, and *of parens* and *caedo*, both of which etymologies have been adopted by some modern writers. But in reply to the former of these, it may

be remarked that the notion that all men are equal by nature is not a Roman notion, nor is it a fact that all Roman citizens had equal rights and privileges. Besides which, the word *pares* is never used by any Latin writer as equivalent to *cives*. The other etymology from *parens* and *caedo* (*parenticida-parricida*) is liable to the same objections as that of *pater* and *caedo*, and seems to have been invented by the jurists to make the etymology somewhat conformable to the signification of the word in the Lex Pompeia de Parricidiis.

Various other etymologies have been suggested by modern writers, but the most probable of all, though still not entirely satisfactory, has been propounded by Dr. Osenbruggen, in his essay: "*Das Altrœmische Paricidium*," in the *Kieler Philologische Studien*. He calls in the assistance of Comparative Etymology, and supposes that the first part of the word *paricida* is the same as the Sanskrit *para* and the Greek *para*, used in the same signification as in parabaino. This prefix *para*, containing the idea of '*over*,' or '*what is wrong*,' or '*negation*,'—indicates that the action expressed by the verb or substantive is performed in a perverted and improper manner, and that thus the meaning of the word given by this etymology is in accordance with its original use.

PRACTICAL READING.

BY HENRY CROUSE, DUNN COUNTY.

The most essential characteristics of good reading consist in comprehending the meaning of the autho —in entering into the thoughts and feelings which the author cherished at the time he gave expression to the words read. But, how is this desirable object to be attained? Surely not by the method most prevalent in our country schools. With us a child's education usually begins with committing to memory the entire alphabet before he is allowed the pleasure of combining letters so as to form words with which he is familiar; thus he is unconsciously taught to look upon learning as devoid of any other meaning than the mere mechanical act of passing over it. Next he is required to repeat by heart the separate letters of words, many of which are to him as meaningless as the chattering of a flock of silly geese. Is it any wonder that the scholar arrives at the conclusion that book-learning is the embodiment of a thoughtless repetition of meaningless words, mixed with here and there a word which suggests a disconnected meaning to his mind? Now, I protest against this method of teaching reading by conning lessons to which no perceptible meaning is attached, for it instills into his mind that thought-killing habit which adheres in part to all his subsequent reading. This educational evil, reading without thinking, I affirm is contracted by the use of the spelling-book

by those who are not made to know the meaning of the words recited; by trying to develop the human mind in its infancy, by feeding it on empty sounds—octogenary valetudinarianism. Such mental food is not suited to the attainment of the object sought. As well feed a child on a mixture composed of an ounce of bread and a bushel of sawdust with a view to effect its bodily growth! It is claimed that the spelling-book indicates the pronunciation of words. To teach the pronunciation of a word which the scholar already knows is a waste of time, and can never be done; and the pronunciation of a word which he has never heard, and of which he knows not the meaning is a mere empty sound, and is as readily forgotten as to hear the sound of an unknown German word. The pronunciation of all words which are new to the learner, must be taught in connection with their signification to be retained, otherwise they make too feeble impression upon his mind not to be forgotten. Pronunciation and reading must be taught and practiced together. The meaning of every word in the reading lesson should be made plain to the mind of every scholar. All obscure words should be accompanied by the proper definition. But most of the definitions in our reading books are practically useless—so made by absurdly trying to define one obscure word by another, which is ten times more obscure. Now will not some competent educational writers please lend their influence in reforming this thought-killing method of reading? Humble laborers cannot effect much unless honored talent joins or takes the lead.

A MAN.

BY "PEN."

A man is the "noblest work of God," honest, brave, yet gentle—hence he is termed a "*gentleman.*" Can always be known by the purity of his words, the nobleness of his actions, and the total absence of every trait of character that cannot be classed with the virtues. There are many imitations of him scattered over the whole earth, and it is sometimes difficult to distinguish the genuine article from the spurious one. But most imitations can be detected at a glance, as there is generally no more similarity between the *so-called* and the *true* man, than there is between assafœtida and the ottar of roses. Imitations appear under various names—too numerous to mention them all. Among the best known are the Don Quixote's, the speculators and contractors, and the dandies. The first named are amusing, the second dangerous, and the third class usually harmless, although they are fond of the word "killing," used as an adjective.

NOTHING so arduous can be proposed that it will not be easy to you if your mind be applied to it.—*Sallust.*

COLLEGES AS SOURCES OF POWER.

BY G. M. STEELE, D. D.
(President of Lawrence University.)

There are in the state of Wisconsin—or were according to the census report of 1860—about 70,000 boys and young men between the ages of 15 and 25. It is within these years that students are in College, if at all. Of this number there are in College, in the regular classes, say about 350. Of the latter number probably not more than two-thirds will graduate. What is true of Wisconsin we suppose is nearly true of the whole country. Hence our graduates amount to not more than *one out of three hundred* of our male population. We confine ourselves to one sex because it is more convenient to manage the statistics, than where we embrace both.

Now, at first sight, the proportion looks very small, and to many it may seem hardly worth while to go to so great an outlay for the education of so insignificant a fraction of the population. If there be but one liberally educated man out of every three hundred, is it really profitable to keep for this purpose so many millions of dollars as are invested in colleges, universities and preparatory schools, and to divert from other pursuits the labor and talent of so great an army of educators as are employed in these institutions?

In order to answer this question satisfactorily, we must try to estimate to some extent the amount of power and efficiency for valuable service which these institutions give to this comparatively small number of persons. It would perhaps be extravagant to say that full one-half of the governing and shaping influence of the nation comes from these very few more liberally educated individuals. But a little reflection will convince any candid person that the statement goes astonishingly little beyond the truth, even if it does not fall short of it.

It would be impossible to estimate the proportion of those in responsible and controlling positions in society who are graduates. But it is very easy to see that the higher the rank or grade of the position, the larger the proportion of the highly educated. Take for instance our civil affairs. Our city and county officers probably do not number more than ten per cent. of graduates. In our state legislature we shall find scarcely more than that per centage in the lower house, while the upper house will probably contain over fifteen per cent. But even this moderate proportion is large in comparison with the small per centage—one-third of one per cent.—of college students to the whole population. But as we go on to the national legislature, we find in the House of Representatives about one-third of the whole

number have been college men—one out of three instead of one out of three hundred—and in the Senate nearly one-half, while the cabinet officers are probably more than three-quarters of this class. So, too, of the judges of the courts—only a small proportion of the liberally educated in the county and other inferior courts—though this proportion is very many times greater than the proportion of graduates to non-graduates in the whole population. But in the higher state courts, especially in the Federal courts, and the most of all in the national Supreme Court, we find the large majority of the members are graduates. Then, too, it must be remembered that many who are not graduates have a training quite equivalent to that of a collegiate course, which they owe not directly to the college, and yet which would have been impossible in a community where the influence of the college was not potent.

What is true in respect to civil affairs is true also in respect to all other offices and positions in life. There are great men in all the professions who have not been college bred; but the great majority of eminent physicians, lawyers and divines are graduates of colleges or equivalent institutions. So too of many other vocations. Take the Press for instance. Probably the vast majority of newspapers in county seats and rural districts are conducted by persons who have only a good common school or academic education; but the great metropolitan papers which are so powerful in the moulding of public opinion, have in their several editorial corps, a larger number of graduates than of others.

Then, too, the industrial arts are indebted to the liberally educated for their progress. It is not unlikely that much the larger part of the inventors of labor-saving machinery and of those methods of labor which are so valuable to society, are not scholars technically so called. They are working thinkers, who not only think in their leisure hours, but while they work and about their work, and put their thought into their work. But this excitement of thought comes from the presence and influence in the community of specially trained minds; moreover the principles which these thinking artizans are enabled to apply so skillfully and to such profitable effect, owe their discovery to the highest kind of scientific investigation, such as in most cases is possible only to the best educated.

Then, again, the vast systems of common school and academic education, with the innumerable benefits furnished by them, enabling so many to make their own intellectual way to eminence without other adventitious aids, are themselves almost entirely dependent on the college. But for these highest institutions for general culture, we should have few competent teachers for our public schools. True, only a small

proportion of these are graduates of colleges: but they have received their training in seminaries, high schools and normal schools, whose instruction and methods owe their efficiency directly or indirectly to the college. Even the men who are conspicuous examples of Self-Education, would never have been the men they are but for the help they have had from the writings, the scientific discoveries and other influences of college men.—*Appleton Times.*

HOME MANNERS.—Young folks should be mannerly. How to be so is the question. Many a good boy and girl feel that they cannot behave to suit themselves in the presence of company. They feel timid, bashful and self-distrustful the moment they are addressed by a stranger, or appear in company. There is but one way to get over this feeling and acquire graceful and easy manners, that is, to do the best they can all the time, at home, as well as abroad. Good manners are not learned from arbitrary teaching so much as acquired from habit. They grow upon us by use. We must be courteous, agreeable, civil, kind, gentlemanly and womanly at home, and then it will soon become a kind of second nature to be so everywhere. A coarse, rough manner at home, begets a habit of roughness, which we cannot lay off if we try, when we go among strangers. The most agreeable people we have ever known in company are those that are perfectly agreeable at home. Home is the school for all the best things, especially for good manners. —*Harriet Martineau.*

Let those who would revolutionize the practical relations of men, kindly, lovingly and boldly meet every issue as it arises, and discuss, in a fearless manner, all questions affecting the rights and interests of man, whether of white, black or other color; whether male or female, whether rich or poor, monarch or serf, slaveholder or employed.—*Frederick R. Marvin.*

LORD BROUGHAM'S hand betrayed much unconquerable restlessness of impulse. His manuscript was a mass of hieroglyphics; and according to Dr. BLENKINSOP, in all Mr. CLOWE'S extensive printing establishment in London, there was only one man competent to grapple with it, and he often gave up in despair.

A NUMEROUS CLASS.—How would you speak of a man who was an excessive bore? Would you not call him a hyperborean?

THE BEE gives us honey, and we give the wasp whacks when we catch him.

Official Department.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

FORMATION OF DISTRICTS—FIRST MEETING.

Q. In case no "return" is made and recorded (as required in section 3), of the notice for the first meeting of a newly formed district, would the organization of the district, by the election of officers, be illegal, and all previous action be rendered null and void?

A. Certainly not. The return and record is directory; and though it is important that it be made, still if neglected, it might be quite possible to show by other evidence, if any question should at any time be raised, that the first meeting had been legally called, and officers properly chosen. (See Section 6).

Q. In case a district is formed and no first meeting is held, or, in case a district loses its organization—becomes destitute of officers—what is the remedy, if the supervisors refuse to call a meeting, as required in section 4?

A. In the former case, it being the duty of the supervisors to call a meeting, they may be proceeded against by *mandamus*, for neglect of duty. In the latter case the remedy would be the same; but if the loss of organization was in consequence of the feebleness, apathy or neglect of the district, it might be very proper for the supervisors, instead of seeking the re-organization of the district, to attach it to other districts.

Q. If the first meeting of a newly formed district is not held, as provided for in sections 2, 3 and 4, will it be lawful for the people to assemble in annual meeting, when the time comes, and transact business as a district?

A. It will not. Although a district may have been territorially formed by the town board, it cannot meet in annual meeting until it has held its "first meeting," and organized. If this meeting is not held as is provided in sections 2 and 3, then the town board should proceed to call such meeting, as provided in section 4, without delay.

Q. Is it lawful to vote a tax at a "first meeting" of a district, if it is held after the first Monday in November?

A. It is lawful to *vote* taxes at any first meeting, whenever held. If any statement of taxes, required in section 63, is not delivered to the town clerk in season to be placed in the assessment roll, the tax cannot be assessed till the next year.

TOWN AND DISTRICT TREASURERS.

Q. Is it the duty of a town treasurer to pay over money to a district treasurer who has given only "straw bail?"

A. The town treasurer is not constituted the judge of the sufficiency of the security given by a district treasurer. That belongs to the district board. He must therefore pay over the money which a district treasurer legally demands.

Q. Is it right for a district treasurer to pay orders drawn upon one fund, out of another fund—for instance, to pay for a bill for wood out of the money raised for teachers' wages?

A. The treasurer should keep the funds separate, and be ready to meet orders upon each fund until it is exhausted. It would be a wrong to a teacher who is engaged with the assurance that there is money in the treasury to pay him, to inform him at the end of the term that the money has been paid out for other purposes.

SCHOLARS OVER TWENTY—MARRIED PUPILS—EXPULSON FROM SCHOOL.

Q. Has a person over twenty a right to attend school if he pays taxes and the board and teachers consent?

A. Not unless the district *authorize* the board to admit pupils over twenty.

Q. Have married persons a right to attend school?

A. If not over twenty years of age they have. Marriage does not diminish, but increases the need of an education, if not already acquired. Married persons under twenty should also be enumerated in the school census.

Q. Can a district board expel a scholar from school for an act of misconduct, if they have established a rule to that effect?

A. The ordinary power to expel, is for *persistent* neglect or refusal to obey rules legally established. The board derive no additional power to expel from the fact that they have established a *rule* for summary expulsion, in case of disobedience. It is of course conceivable that a pupil might commit an act of such a flagrant nature as to require his immediate removal from school—rule or no rule. But under ordinary circumstances, it would be wrong and illegal to expel a pupil for a single act of impropriety or disobedience. Reprimand, discipline, suspension, naturally precede expulsion.

Q. Can the parents of an expelled pupil appeal, under section 122?

A. It may be held that a parent has that right.

MISCELLANEOUS.

Q. Has the chairman of a district meeting a right to vote?

A. He not only has a right to vote, but should vote, on every question—especially if important. He is not a permanent presiding officer, but simply a voter in the chair, and is the representaive of his own family, like any other citizen.

Query Box.

It is proposed to make a distinct department of the "Query Box" hereafter. For convenience, all Queries will be numbered, and stand in the list till answered. The Answers will of course be numbered to correspond. Contributions are solicited for this department, and it is scarcely necessary to suggest that both Queries and Answers should be brief, pertinent and pointed. In short, the Query Box should be a Spice Box.—EDS.

QUERIES.

1. How long shall a class be kept in the Intermediate room in the Grammar Department, or in the "A," "B," or "C" grade of the High School?—J. I. M.

2. What is a High School?—IB.

3. What is a Graded School? (See p. 96, March No.)

4. In ascertaining the cubic contents of a pile of wood, (40x8x4 feet), is it proper to say that we multiply feet by feet?

5. Is the expulsion of pupils from school for a certain number of absences, or for disobedience, to be commended?

6. Must the divisor and dividend always be *like* numbers, in order to find the quotient?—L. M. B.

7. What provision has our government made for common schools?

8. If assistants or janitors fail to do their duty, what remedy has the principal?

9. How does our government differ from that of England?

ANSWERS.

4. I answer in the *negative*, *if* the following definition of multiplication is accepted, viz: Multiplication is taking one number (multiplicand) as many *times* as there are units in another (multiplier). As long as any number is expressed in *feet*, under the definition, it cannot be made the *multiplier;* but one may be feet and another *times;* or one may be concrete and the other abstract. To illustrate, 40 *linear* feet must be changed to *square* feet and then taken 8 times, making 320 *square* feet, and then the 320 square feet must be changed to *cubic* feet, and then taken 4 times, making 1,280 *cubic* feet for the answer.—L. M. B.

5. In regard to the question of expulsion, I have not time *now* to say anything in support of an opinion, but certainly should answer that it is my firm belief that the practice of turning children out of schoool is *far* too prevalent, especially for *small* offenses and among *young* pupils.—L. M. B.

Editorial Miscellany.

OUR TEACHERS—COUNTY HIGH SCHOOLS.

More than nine thousand different persons are employed in our public schools during the year. Three thousand are beginners. Our teachers, on an average, continue such three years, but two-thirds of them teach one term only in a year. Thus the average experience is three terms. Leaving out of the account a few holding certificates of the higher grades, and a small class, who, though not wanting in years, are unprogressive, mechanical teachers, and do not aspire beyond a third grade, the average age of the bulk of our active teachers, who are susceptible of improvement, is less than twenty years, and among them are chiefly found the three thousand annual beginners.

What is done to prepare these three thousand new recruits for their work? Very little. Our Normal Schools have graduated twenty-nine persons. When all six of them shall be in operation, and they shall annually graduate fifty each—a result that will not be reached for many years—the whole three hundred will be less than one-tenth the number of new teachers entering the field each year, and will be absorbed at once by the more important schools. The common country districts will not get them, nor is there any prospect of their being supplied, from that source, *under our present system*, for a half a century to come.

Of the five thousand six hundred teachers who will be in the schools this summer, one hundred, probably, have been for a short time in the Normal Schools; as many more may have attended a Normal Institute; one-half or two-thirds of the whole number may have attended one or more institutes of three or four days duration. This is about the sum total of the professional training of the corps. Though there is a gradual improvement, every intelligent observer knows that there is still a large amount of inefficiency, and that our schools, as a whole, come very far short of what they should be.

What is the remedy? First, the town organization, as every intelligent educator well understands, would render much improvement possible that cannot well be reached without it. A town board could secure better teachers, because it could give them more constant employment; and better results, because it could provide for better gradation and division of labor. But there is another improvement that should accompany this—there should be a county organization, a county board and county high schools.

County high schools would subserve two important purposes. First, they would become training schools for a large number of young teachers who do not attend, and are not likely to attend the Normal Schools, and should be instituted and organized with this end especially in view. They would elevate the Normal Schools by sending them more advanced pupils, who would more generally remain and graduate, and would receive back from them well trained teachers, for normal and model work—for each such county school should have model schools attached to it. In the second place, they would prepare young persons for college, and thus elevate and strengthen the colleges, by relieving them of their preparatory departments, and by extending the desire for higher education. It is possible half our colleges would cease to exist, under that name, if every county—or group of feeble counties—had its high school. But this is a consummation to be wished.

Mr. Kuntz, chairman of the Committee of the Assembly on Education, introduced a bill, the past session, for establishing such schools, and gave it able advocacy. It did not pass, but it opens the subject for consideration, and it is to be hoped that a carefully digested plan for such schools will be devised on the general basis of this bill. Two of our neighboring States are working in this direction—Illinois and Iowa. Illinois seeks to establish "county normal schools," and Iowa "county high schools," but the name is not important. Let Wisconsin watch their success, and, if possible, improve upon their methods.

DISTINGUISHED EDUCATORS GONE.

SAMUEL H. TAYLOR, LL. D., Principal of Phillips Academy, Andover, Mass., died January 29, 1871, at the age of sixty-three. He was perhaps the most distinguished teacher in the country. In an appreciative article in the Rhode Island *Schoolmaster* he is compared to Arnold, of Rugby. Each was at the head of the most eminent preparatory school in the country. Each died suddenly, on Sunday morning, of heart disease, and after having been earnestly engaged in religious duties. Says the *Schoolmaster:*

"Each left the record of a remarkably active and useful life in promoting a higher type of Christian education. Each died gloriously in the firm hope of the Christian's immortality.

"Each will be gratefully remembered for a whole generation by a large number of pupils, in all the higher walks of life, widely scattered throughout the world, whose lives have been largely moulded and fashioned by their faithful instruction and earnest words of counsel. * * * *

"It has been the good fortune of but few instructors of youth in this or in any other country to leave a record of such distinction and usefulness as Dr. Taylor. He was in the highest sense self-educated. He labored on the farm till he was eighteen years of age. He fitted for college and entered Sophomore at Dartmouth in two years. He pursued his studies with great method and wonderful perseverance, not merely while in college, but through his whole life. He was for *thirty-three* years Principal of one of the oldest, largest and best academies in New England, which sent a large class of young men to college every year. The entire number of his pupils must be more than six thousand, and he must have fitted about *fifteen hundred* of them by his own instruction for our American colleges. It is questioned whether any other teacher in this country or Europe has ever prepared so many young men for college as Dr. Taylor has."

THOMAS H. BURROWS, LL. D., who has died more recently, was distinguished in another sphere. As State Superintendnnt in Pennsylvania, but still more as editor, for many years, of the Pennsylvania *School Journal*, he was very largely influential in developing and shaping the admirable school system of that State. Under his wise counsels, changes and improvements were cautiously adopted, but when adopted have been adhered to. The leading features of the Pennsylvania system are township districts, town and county superintendents (the latter *appointed* by the town boards) and a provision for twelve Normal Schools, five of which are in operation, and four more under way.

Dr. BURROWS, besides his long continued and most useful labors in behalf of the public schools of his State, had general charge for some time of the provisions for educating soldiers' orphans, and at the time of his death was President of the Pennsylvania Agricultural College. "There are few men in the country," says the Illinois *Teacher*, very justly, "who will leave behind them a record of a longer or more useful life in the educational work."

EDUCATIONAL LEGISLATION.

At the time of going to press we are unable to indicate exactly what further important changes in the school laws, if any, will have been made. A bill providing for Town Superintendents, introduced by Mr. KUNTZ, was not received with sufficient favor, and was not pressed to a final vote. The Board of Education bill and the Text-Book bill did not reach any final action, and the same is true of the bill for establishing County Academies, as already intimated. . It is well that these several measures have not been pressed to an issue. They all have important bearings, and crude and hasty legislation in regard to them is to be deprecated. If presented again next year, it should be early in the session; and in the mean time the school-men and educational men of the State should, by some concert of action, give them proper attention.

Some minor changes or corrections in the school code have been made, but we cannot indicate what they are until next month.

PENMANSHIP OF AMERICANS.

Dr. ROLLIT, in his address on the Educational System of America, before the Hull Literary and Philosophical Society, England, paid a high compliment to the hand-writing of Americans. He said, "nearly all Americans are distinguished for excellent penmanship."

What a change of opinion has taken place in a few years. "Who reads an American book?" was sneeringly asked by our English friends not long ago. There was some occasion for the question then. We are proud now to retort back, "Who that is anybody, does *not* read our best American books?"

If there was one special feature for which Americans were noted a while ago, it was their most execrable chirography. The old school-boy phrase "hen tracks" aptly expressed it; and our cousins across the water were not backward in commenting upon it. And now we are held up to these cousins, by one of themselves, as a model for imitation in the practice of the beautiful art of penmanship. The praise we receive is well deserved. We are becoming a nation of excellent penmen, though, of course, *all* the Greeleys are not dead yet.

We believe that among no people is more attention paid to the *principles* and practice of writing than among us to-day. The honor of bringing about this great and needed change is due more to the elder Spencer and his sons than to any one else. Other systems beside the Spencerian are in use, and possess great merits; but the Spencerian is to all other systems what Webster is to all other Dictionaries. It is the national standard.

PERSONAL.

HON. HANMER ROBBINS, we are pained to learn, has become insane. He has for several years been a member of the Board of Normal Regents, and has taken a very active interest in the Normal Schools, especially the one at Platteville. He has met, we understand, with some serious pecuniary reverses, but we hope his aberration of mind will not prove to be permanent.

HON. W. W. FIELD, Member of the Assembly, has been appointed Regent of the State University, to fill the vacancy caused by the withdrawal of J. C. Cover, Esq., Consul at Fayal. The appointment is an excellent one. Mr. Field takes a deep interest in educational matters. He is a man of practical and enlarged views and a firm friend of the University.

MR. J. M. CRAIG, Principal of the High School at West Bend, has left to take charge of the High School at Fond du Lac.

THE SCIENCE OF EDUCATION is in the midst of a revolution. Old methods and new ones are struggling for existence, and it is not safe to prophesy in relation to their ultimate disposition. But one thing is certain, and that is, that method in education is year by year becoming an object of greater interest to people in general, and therefore the necessity increases for teachers to become acquainted with the different theories, and so far as may be, with their practical results. This cannot well be done without reading some educational journal, and it almost seems that a proper question at a teachers' examination would be, "Do you read an educational journal regularly?" The *Journal of Education*, edited and published by Messrs. Fallows and Pradt, (Superintendent and Assistant Superintendent of Instruction for Wisconsin,) at Madison, supplies this necessity well in respect to our State, and we wish that it could be in the hands of every teacher in Wisconsin. We notice among the contributors to the March number the names of some of the most prominent educators of this county, as well as of other portions of the State, and yet we observe that there are only twenty-five copies taken in the county. This is not as it should be. Every person who depends at all on the profession of teaching for subsistence, should show interest in the subject sufficiently great to procure the official organ of the State Association and Department of Public Instruction, when it may be obtained by investing a dollar and a half yearly. Two copies are furnished for $2.50.—*Waukesha Freeman.*

CORRESPONDENCE.

NECEDAH, Juneau Co., Wis., Feb. 15, 1871.

Hon. SAMUEL FALLOWS, Madison, Wis.:

DEAR SIR—In the report of the Superintendent of Public Instruction for 1870, just received, I notice on page thirty-two you think some legislation necessary "defining the number of days of which a school month shall consist." In our district we have been in the custom of requiring twenty days for a month, the teacher to lose all holidays, days attending teachers' institutes, &c. The law now makes a legal month twenty-two days, and the holidays, &c., counted in their time. The former arrangement saves all chance for dispute, makes four weeks, of five days each, a month, and gives the teacher the advantage of some eight or ten days in the year over the present legal month. On the whole, I think it is fair for both parties, and I hope if any amendment is made that a month will not be made less than twenty days.

If we could have a uniform system of books throughout the State for our schools, I think it would be a great saving in expense. Now if a family moves from one district or town to another, the probability is that the children will need an entirely new set of books. This is a very serious expense to a poor man, and appears to me entirely unnecessary. And what is the benefit or necessity of so many readers, &c., in each series? Here we have six of Sander's readers, six of somebody's geographies, and so on. Is there any necessity of more than one book of each series in each department? We act upon that idea here, and have acted accordingly, but another district board may go back to the old practice again, and require the whole series to be gone through with, regardless of expense. Besides this, there is a continued "later edition" in these series—edition of 1868, '69, '70, &c.—which results in an additional expense. For instance, we will take a family of three or four children, either less or more will make no difference. The oldest child will have, say Clark's Grammar, get through with it, lay it by; in the course of a year or so the next child in age commences the study of grammar, but since the grammar was laid by there has been a "later edition," just enough to make the purchase of a new grammar necessary; and the same thing holds good through nearly the whole catalogue. Another thing: what good are nine-tenths of the present county school superintendents? or the town superintendents, for that matter? As far as my experience extends, absolutely no good, except to draw their annual pay. One half of the superintendents don't know anything—that is, about schools or school teachers; and a majority of the other half don't do anything. Yes, they do this: they will give certificates to teachers as ignorant or as indolent as themselves, and on these certificates the teachers enter into a contract to teach school for a certain term, or perhaps a year, according to law, and to the best of his or her ability. And so the thing is fixed. No remedy that I can see.

Now as to the remedy—my idea; I don't expect you to agree with me in all, perhaps in nothing:

First.—Do away with both county and town superintendents, and in their place let the State Superintendent appoint *competent* men to travel throughout the State, each one to have his certain district, examine teachers, hold institutes, and to have a general oversight of all the schools in such district. Pay him a good living salary, the amount to be assessed against the several counties in such district according to the population at the last census.

Second.—The Legislature to appoint the State Superintendent and two other competent and practical educators to adopt a uniform series of text-books for the *whole State*, authorizing said commissioners to enter into a contract with any publisher, in or out of this State, to publish said books at a fixed price, stipulating that no "later edition" should be issued without the knowledge and consent of said commissioners, and not to require more than three of any one series.

In conclusion, after begging pardon for the length, &c., of this letter, permit me to say that, in my opinion, no greater humbug exists than the present system of common schools in this State. The whole aim appears to be to do the least in the least possible time at the greatest expense and for the most pay.

Very respectfully,
J. T. KINGSTON, Clerk School District.

The preceding letter touches some important points. Efforts have been made to have the school-month definitely settled by legislative action, but so far, no result has been reached. No better success has attended the discussion of the text-book question, at the last two sessions. Whenever any county will pay as much for the services of a superintendent as is paid for those of a first class principal teacher, it can secure a competent man. Several counties have such a man. Many doubt whether it is the best way for each county to *elect* superintendent, but the whole subject is open for discussion.

WHITEWATER NORMAL SCHOOL.

We have obtained the following facts in regard to the teachers in the Whitewater Normal School, which will be of interest to our readers:

OLIVER AREY, President of the State Normal School, at Whitewater, graduated in 1841, at Phillips Academy, Andover, Massachusetts. Taught one year in the common schools of Massachusetts, and one in a private school in Virginia. He was engaged four years in a private school in Cleveland, Ohio, from which place he went to Buffalo, N. Y., in 1847. In that city he had charge of grammar schools for twelve years. From this position he was called to the principalship of the Central High School in the same city, in which he was the first to organize a systematic course of study and to graduate classes. In 1864 he was called to the charge of the State Normal School, at Albany, New York. Left in 1867 on account of failing health, and was for some months at Brockport, N. Y., assisting in the organization of the Normal School at that place. Opened the Normal School at Whitewater, Wisconsin, in 1868.

Mrs. H. E. G. AREY was a member of the Class of 1844, at Oberlin, Ohio. Left from ill health during the Junior year. Taught four years in a ladies' school in Cleveland, Ohio. Was for some years editress of the "Youth's Casket and the Home Monthly," in Buffalo, N. Y. Was Preceptress one year in the Brockport Normal School, and has held the same position in the Whitewater Normal School since its commencement.

Prof. J. T. LOVEWELL is a graduate of Yale College, of the Class of 1857. He taught for one year in Ellington, Conn., one year in Maunch Chunk, Pa. Had charge of the High School, at Madison, Wis., for two years—was called to the Presidency of Prairie du Chien College in 1862. Accepted the position of Professor of Mathematics in the Whitewater Normal School, at its commencement in 1868.

Prof. S. C. CHAMBERLAIN graduated at Beloit College, in 1866. Had charge of the graded school in Delavan, Wis., in 1867 and 1868. Was a member of the post graduate class in the Department of Natural Sciences, at Ann Arbor, until the fall of 1869, when he accepted the chair of Natural Science at Whitewater, which he now fills.

Miss SARAH A. STEWART graduated at Mt. Holyoke, Mass., in 1867. Spent some time at the Oswego Normal and Training School, in the examination of primary work. Took charge of the Primary Training School, at Whitewater, at the opening of the school in 1868. Was transferred to the Normal department, as teacher of geography and history, where she now remains.

Miss ANNA W. MOODY graduated at Mt. Holyoke, in 1851. Had charge of an academy in South Hadley, Mass., from 1861 to 1863. Was connected with the public schools of New Haven, Conn., five years. One year and a half she filled the position of Preceptress of the Ladies' Department of the Madison University. Was Principal of Geneva Seminary for four years. In the fall of 1870 she was called to the charge of the Academic Department of the Whitewater Normal School.

Mr. SAMUEL R. ALDEN graduated under Prof. Leonard, of Boston, Mass., in the department of elocution. Was a member of the Whitewater School for two years, and graduated in 1870—is teacher of grammar and elocution in the same.

Miss MARY BRAYMAN, teacher of the Primary Department, was called from the Janesville public schools.

ONTARIO.—We have received the annual report of the Normal Model Grammar and Common Schools in Ontario, Canada, for the year 1869. The document is one of great value. The school system of Ontario is one of the best in the world. It has been worked and perfected by that Nestor in Educational matters, Rev. Dr. RYERSON, during a term of office of more than 25 years. We shall make some extracts from the report in a subsequent number.

THE AMERICAN JOURNAL OF EDUCATION.—Published Quarterly. Hartford, Conn.: HENRY BARNARD. Price, $4 a year. Dr. BARNARD has resumed the publication of this educational quarterly, suspended during his service as National Commissioner of Education. His intention is to complete his survey of the history and condition of education in different countries. The January number is largely devoted to education in Great Britain.—*National Teacher.*

THE WISCONSIN JOURNAL OF EDUCATION, revived in January, is one of the neatest and most promising of the state journals. It is edited by Hon. SAMUEL FALLOWS, State Superintendent, and Rev. J. B. PRADT, the able editor of the former journal. Price, $1.50 a year.—*Ib.*

ODDS AND ENDS.

OLIVER WENDELL HOLMES calls a kiss a lisping consonant. He should have added that it usually follows *a-vowal.*

A YOUNG miss, in a recitation in geography, informed her astonished teacher that "the mammoth caravan, in Kentucky, is the greatest living curiosity, and has been exploded ten miles from its mouth."

LILLIE SMITH, the little Sunday school scholar who gained a reputation from having committed to memory three hundred and sixty-nine verses of Scripture in one quarter, is just recovering from brain fever.

VASSAR COLLEGE has a fund of fifty thousand dollars whose interest is appropriated to indigent students. The names of those who receive its help are never disclosed, so that the fund may not involve any peculiarity in their relation to the other pupils.

GRATITUDE.—In 1811 George Bancroft was a student at Phillips Academy, Exeter, N. H., and recently he sent the trustees two thousand dollars for a scholarship, with a letter in which he said: "A school-boy is forgotten in the place of his haunts, but for himself he can never forget them."

DAVID ANDERSON has been thrashing the jackets of school boys of New Lebanon, Ohio, with the pedagogical birch for forty years; visiting the iniquities of the fathers upon the children, even to the third generation, for he has the grandchildren of some of his earlier pupils now in his ranks.

NATURAL SELECTION.—Here's an iteresting bit for Dr. Darwin. A country journal states that in its vicinity fashionable young men have taken to wearing ear-rings! And why not? We have no doubt these young persons felt that nature had not endowed them with such an extent of ear to no purpose.

BIRD PETS.—There is a difference between the "only child" and a boy educated among a half dozen brothers and sisters. A large family, properly governed, is death to selfishness. Still other corners of a child's heart are cultured by living pets, and even valuable habits of life are acquired by the youngster entrusted with a bird. Regularity, for instance; punctuality, voluntary consideration toward an object too weak to compel attention, gentleness of hand, and a dozen other items which, though little, illustrate the difference between a good and a bad heart.—*The Art Review.*

MR. MACRAE, a recent Scotch traveler in this country, describes Oliver Wendell Holmes as "a plain, little, dapper man; his short hair brushed down like a boy's, but turning to gray now; a powerful jaw, and a thick, strong under lip, that gives decision to his look, with a dash of pertness." Professor Agassiz is "big, massive, genial looking; the rich, healthy color on his broad face still telling of the Old World from which he came—a man who, but for his dark, keen eyes, would look more like a jovial English squire than a devotee of science." Emerson "has the queerest New England face, with thin features, prominent hatchet nose, and a smile of child-like sweetness and simplicity arching the face and drawing deep curves down the cheek."

THE *Art Review* says: That it is far better to possess a fine engraving or a good chromo than a poor oil painting would seem to be an undeniable fact. And yet the picture auction business lives and thrives, and those engaged in the traffic of pigment-daubed canvas at so much the square yard become wealthy and retire. The advice given by a friend to one of this class, not long since, is more truthful than complimentary to the works which are palmed off upon unsuspecting and unknowing individuals as "originals by the leading American and European artists." Said he: "When you open a sale say, 'Gentlemen, behold this magnificent frame; it cost twenty-five dollars. How much am I offered for the "work of art" which it surrounds?' And all you get above the value of the frame is clear profit!"

A MAN may be a great philosopher and a great dandy. Example: Professor Huxley, who dresses with faultless elegance. He is tall, strong and gracefully built, but has none of the dense solidity, begot of beer and beef, that is characteristic of the modern Briton. His head is rather square than oval, his hair thick, straight and black. The forehead is perpendicular and dogmatic; thin, firm shut lips above a chin mercilessly firm; small eyes, that sparkle in their deep sockets with a cunning that is not human. "Dost like the picture?" We now have something about his history. He is only forty-six; was a poor boy, with an inclination for the medical profession; studied at Edinburgh; appointed assistant surgeon in the navy; cruised four years in the South Pacific; returned to England in 1850; in 1854 becames attached to the School of Mines; and from that time dates his fame. He is one of the most industrious workers of the age, applying himself to the study of every problem with a persistence and an energy which are generally rewarded with success as far as he himself is concerned. This latter trait is one of the most marked of his character—his skepticism of other people's conclusions until he has solved them for himself. He is a most assiduous worker, and an equally free thinker. He is at present Professor of Comparative Anatomy and Physiology in the Royal College of Surgeons, and Professor of Natural History in the School of Mining.—*Harper's Bazar.*

Educational Intelligence.

WISCONSIN.

BAYFIELD COUNTY.—A new school house is to be built at Bayfield, and the government school at the Bad River Reservation is reported in a flourishing condition. Bayfield expects, we believe, to be the great city of Lake Superior.

CLARK COUNTY.—A meeting of the Teachers' Association for this county was held at Neillsville, March 15 and 16. In addition to other work, important subjects were discussed: Information not contained in Text-Books, etc.

FOND DU LAC COUNTY.—Superintendent Lyon appears to be pushing matters within his large jurisdiction. He requires 67½ per cent. for a third grade this spring, 75 for a second, and 80 for a first. "No time for private examinations this year." Children are requested not to apply for certificates, unless accompanied by their parents; nor "those who are indolent or irresolute, as there is a growing demand for teachers of stirring energy and force." Schools officers are advised to select teachers not so much with regard to high scholarship as practical good sense and ability to instruct and govern. An Institute was to be held at Fond du Lac, March 28, and one at Ripon, April 6.

IOWA.—Samuel Parks, Esq., County Superintendent of Schools, called on us last Saturday, having been engaged in his official duties with the schools in the eastern portion of the county. He reports the schools in a very prosperous condition, and the teachers better qualified than usual. He thinks our schools the present winter will compare favorably with those of any other county in the State, and that a better feeling exists among the people generally in regard to educational matters.—*Mineral Point Tribune.*

MILWAUKEE.—The number of pupils now belonging is 7,546. They occupy 22 separate buildings, and require 143 teachers, and 135 separate apartments for the purposes of regular instruction.

SPELLING.—The Crawford County *Press* reports some excitement in that neighborhood on spelling schools. In fact the editor himself went over to show them unadulterated Webster without a blemish. Result—the smallest boy in school spelled him down.—*Exchange.*

RIPON COLLEGE has met with a severe loss in the death of Rev. Theodore Wilder, who has filled the chair of Mathematics for the past three years.

KENOSHA COUNTY.—The Kenosha *Telegraph* says: The secretary's report of the spelling school held in the High School room last Friday evening, has not yet been handed to us. It will probably appear next week. The country schools were meagerly represented, owing to impassable roads. Miss Fannie Hannan, of Somers, a member of the Kenosha High School, was the successful competitor for the dictionary, mis-spelling but five words in the following list:

1 Procedure,	13 Hartshorn,	26 Trafficking,	39 Fringing,
2 Proceeded,	14 Liliputian,	27 Encouraging,	40 Singeing,
3 Preceded,	15 Supplication,	28 Encourageable,	41 Pennyweight,
4 Succeeded,	16 Apparatus,	29 Encouragement,	42 Penniless,
5 Exceeded,	17 Benefited,	30 Acknowledgment,	43 Criticise,
6 Receded,	18 Gluing,	31 Referable,	44 Merchandise,
7 Superseded,	19 Shoeing,	32 Referrible,	45 Authorize,
8 Valuable,	20 Chilblain,	33 Comparable,	46 Tranquillity,
9 Cartilage,	21 Persuade,	34 Serviceable,	47 Gentility,
10 Counselor,	22 Pursue,	35 Monosyllable,	48 Wholly,
or Counsellor,	23 Dyeing,	36 Dissyllable,	49 Solely,
11 Shote,	24 Eying,	37 Trisyllable,	50 Eligible.
12 Beach, (shore,)	25 Trafficable,	38 Polysyllable,	

RACINE COUNTY.—The Superintendent, Rev. Mr. Earle, in a letter recently received, kindly says: "The *Journal* comes to us this month much more interesting than the previous numbers; and we, as teachers and friends of education in Racine county, feel that it does, in part at least, supply the want so long felt. We will do what we can to place it in the hands of all our teachers.

"I have visited all the schools in the county this winter, and I am glad to say that our teachers are waking up and improving very much. Hoping that you will meet us all next fall in Institute work, I desire to remain truly yours," etc.

RICHLAND COUNTY.—An Institute was held in the town of Marshall, commencing March 6, and continuing three weeks. Another, of the same duration, is to be held at Sextonville, commencing April 10. We are glad to see these indications of progress.

ROCK, FIRST DISTRICT.—Rev. J. W. HARRIS, the Superintendent, writes us: "The local teachers' meetings that I have held in different parts of my district on Saturday, have not been very largely attended, but full of interest and profit. They will be continued through the summer term. We shall also organize a general association, this spring, for more efficient work in future."

PROF. ROOKWOOD.—A lecture recently delivered by Prof. S. S. Rookwood, in the College Hall, at Milton, on "Literary Culture not in Text Books," is highly spoken of in the Janesville *Gazette*.

THE Janesville *Gazette* says that a lady teacher in one of their public schools has laid aside her ferule and adopted the more pleasant method of kissing her pupils into obedience. The larger boys are particularly unruly, and require daily correction. Who wouldn't go to school again?

AN EXCHANGE says that a gentleman school teacher in the southern portion of Rock county devoted his attention too exclusively to one of his lady pupils, whereupon the balance of the school seized upon him, carried him out of the building, and planted him in a snow drift. Love's ardor was quickly cooled.

WALWORTH.—The Delavan School Board have engaged Mr. M. Grigsby to fill the place as Principal, in place of Mr. R. W. Laing, resigned. Mr. G. is a young, go-ahead man, about twenty-five years of age, who, after serving four years in the army, of which time he was eleven months a prisoner at Andersonville, returned home and commenced studies at the First State Normal School of Wisconsin, where after a four years' course he graduated with honor, in the class of 1869. Taught one year at Horicon, Wis., and at Darlington, Wis. The Board are believed to have secured a competent teacher.—*Walworth County Independent.*

—The Walworth County *Independent* says two former Elkhorn ladies, Mrs. M. J. Reynolds, now of Geneva, and Mrs. Julia Ford, now of Milwaukee, have received the degree of M. D., and have graduated with honor to their sex, one at Philadelphia, and the other at Cleveland.

THE Waukesha *Freeman* says we are sorry to learn of quite a serious accident which happened last week to Mr. C. L. POWERS, principal of the public school at Mukwonago. Through striking his toe against some obstacle, while running, he was hurled against the side of the schoolhouse, striking on his head, and was insensible for some time from the effect of the concussion. He was able to be about a few days after the accident, however, and it is hoped that nothing worse than he has already experienced will be the result of the fall.

GENERAL.

OF the forty-four professorships of Harvard University, twenty-four bear the names of the individuals who founded them or in whose honor they were designated.

PROF. PERRY, of Williams College, lies at present in a very critical condition. His disease proves to be a combination of pneumonia and inflammatory rheumatism, and serious doubts of his recovery are entertained.

A JUNIOR at Cornell, it is said, took advantage of Pres't White's "peculiar" chirography and used a notice informing him of his condition in history, as an honorable dismissal certificate from Cornell, on entering another college.

PROF. S. H. PEARL, for some years past principal of the Normal School at Johnson, Vt., has been appointed principal of the New Hampshire Normal School, at Plymouth. Amos Hadley, of Concord, has been appointed associate principal.

PROF. J. WERNLI, formerly one of the best teachers in the public schools of Milwaukee, is at the head of the German-English Normal School, at Galena, Ills. The Institution is in a very prosperous condition. Two years ago it began with 32 scholars. It now has 185.

THE Providence *Journal*, after alluding to the fact that President Angell has consented to go from the Vermont to the Michigan University, says: "This is one of the consequences of work well done where he is. His five years' service in Vermont has made him known, and made it sure that he would be in demand in yet larger fields."

THE remarkable fact was stated at the opening of the spring term at Oberlin that this is the first term during thirty-seven years, or one hundred and eleven terms, that President J. H. Fairchild, who is now traveling in Palestine, has not been present in the capacity either of student, tutor, professor or president. Prof. Ellis acts in his place.

THE exercises of the University of North Carolina, at Chapel Hill, were definitely suspended February 1. All its funds had been invested in State bonds the year before, and as the State has paid no interest on its debt and made no appropriation for its University, the unpaid professors began to drop away last autumn, and the students have at last followed their example.

PROF. GUYOT, of Princeton, is in California. His health is still very feeble, and he is entirely unable to pursue his regular studies. His artists are busily engaged, under Ernest Landoz, in preparing drawings for new maps which are to appear in his new geography. There were sixty thousand copies of Guyot's geographies sold in one week last year, and we hear the publisher, Charles Scribner, sent, at a recent date, about fifty thousand copies to Japan.

REV. PETER MCVICKAR has been elected president of Washburn College, Kansas, and has accepted He has served four years as State Superintendent of Education. Unexampled popularity in the State, together with ripe scholarship and enthusiasm for the college work, fit him abundantly for his position.—*Congregationalist*.

EDUCATIONAL LEGISLATION—POSTSCRIPT.

We embrace the opportunity of a little delay in the printing of our last form to say, in addition to a few words on a former page, that before the Legislature adjourned, the following amendments of the School Laws were agreed to:

1. (Section 42.) Teachers hereafter will not need to file their certificate with the district clerk, along with the contract, but only a copy of the certificate.

2. When not otherwise specified in the contract, twenty-two (22) days are always to be considered as a school-month, and Saturday is no longer a legal school day; that is, in counting the time school has been taught, Saturdays are not to be included. The same act determines the five months' school required in section 59 of the School Code to embrace 110 days, including legal holidays. This, therefore, will continue to be the basis for the apportionment of school money; nor will it be legal to depart from it.

3. (Section 43, sub-section *Third.*) The number of children between the ages of four and seven, seven and fifteen, and fifteen and twenty, is to be taken and reported—both of those who attend school and of those who do not.

4. (Section 50.) When a vacancy in a school board of joint-district is to be filled by the town clerk, the appointment is to be made by the clerk of the town which contains the school-house and indorsed by the clerks of the other towns.

5. District clerks, town clerks, and the secretaries of town boards of directors, are authorized to subscribe for the WISCONSIN JOURNAL OF EDUCATION, at the expense of the district or town, as the case may be.

6. The "Township System" law has been amended by authorizing the payment of a per diem to the secretary of the town board of directors; by striking off the proviso from section 35 of the law (chapter 182 of 1869); and by requiring those towns which adopt the system not to abolish it under two years.

The above enactments and amendments are all salutary and were needed. The Legislature would not consent—at least the Senate would not—to a school month of twenty days. Some minor verbal corrections were made, where needed. A Circular, exhibiting all the changes in full, will soon be issued from the office of the Superintendent of Public Instruction.

WHAT IT COSTS TO KEEP SCHOOL.—The following table shows the amount expended in one year in the several States for every child of school-going age:

Nevada	$19 17	Wisconsin	$4 98
Massachusetts	16 45	Maine	4 78
California	11 44	Maryland	4 50
Connecticut	10 29	New Hampshire	4 46
Pennsylvania	7 86	Arkansas	3 97
Illinois	7 83	Louisiana	2 84
Iowa	7 21	Delaware	2 70
New York	6 83	Missouri	2 65
Vermont	6 47	Nebraska	2 65
Kansas	6 45	Indiana	2 37
Ohio	6 43	Alabama	1 49
Michigan	6 40	Tennessee	91
New Jersey	6 38	Florida	91
Rhode Island	6 20	Kentucky	73
Minnesota	5 71	North Carolina	48

DEAF AND DUMB ASYLUM.—The Milwaukee *Sentinel* says that Mr. George L. Weed has been selected by the Trustees of the Deaf and Dumb Asylum at Delavan to the Superintendency of that institution, made vacant by the resignation of Mr. Stone. The gentleman has had much experience in the duties of this position, having at one time been connected with a similar institution in Ohio. Of late years, however, he has been traveling in Europe, and comes to the work in hand with wealth of experience which will eminently fit him for the place.

Notes of the States.

MINNESOTA has a school system similar, in many respects, to our own. But with half the population, she has exceeded us in her provisions for training teachers, having already three Normal Schools in operation. These have been established by the Legislature. It admits of serious question how far public educational interests are promoted by the possession of large funds, aside from those furnished by the people. What they pay for they appreciate The Normal School building at Winona is understood to be one of the finest in the country, and admirably adapted to the work for which it is designed. The other two schools are located at Mankato and St. Cloud. Aggregate attendance in the three schools, 817, of whom 373 were normal pupils.

MISSISSIPPI.—The constitution adopted in 1868 makes provision for public education. There is to be a State Superintendent elected, and a State board, consisting of the Superintendent, Secretary of State and Attorney General, and County Superintendents. Each county is a district, and each incorporated city of more than five thousand inhabitants. Each board of county supervisors, and each city council, in the cities above named, appoint six school directors, who create sub-districts, make rules, prescribe text-books, provide school houses, etc. Institutes are provided for and steps have been taken for a Normal School. There is some delay in the organization of schools, but the first State Superintendent, Hon. H. R. Pease, has been elected, and county superintendents have been appointed.

MISSOURI has had to encounter a good deal of opposition and prejudice against popular education, but is progressing. School funds, through defects in the law, have been mismanaged. Of 680,000 school children in this State, 324,299 have never been registered. The schools in St. Louis, however, are among the best in the Union, and the State University, at Columbia, and the North Missouri Normal School, at Kirkville, are reported as prosperous. Another Normal School will be opened at Sedalia next fall. This State has county superintendents and the towns and cities are school districts, with sub-districts under local directors. Large provision has been made in this State for colored schools, and the opposition to the education of the colored population is passing away.

NEBRASKA.—Nothing is reported for this territory, except that Hon. S. D. BEALS is, or was, the state superintendent.

NEVADA.—The governor, state superintendent and state surveyor are a state board. Teachers are well paid, and long terms of school maintained; the average wages of male teachers being $125.59 per month, and of female teachers, $97.98; while the average duration of the schools is eight months and eighteen days. These figures are higher, the state superintendent says, than in any other state in the union. Nevada has, as yet, no normal school, university, college or academy. Colored children, very unwisely as the state superintendent thinks, are excluded from the schools.

NEW HAMPSHIRE.—A new effort has been made in the way of Institutes; prejudice against them has been overcome, and the work has received commendation. A series of educational lectures has also been given, through the state, and it is designed to extend them to every town. There is a tendency to consolidate small and feeble districts, but there is also a tendency to the increase of feeble districts, through the decrease of population in the agricultural portions of the state. It appears that the school term is shorter in those years when no "dog tax" is raised, and the state superintendent remarks: "What a pity that we should not have more dogs, or be able to tax them higher, so that we might be able to educate our children better!" New Hampshire has one Normal School, at Plymouth.

New Jersey.—The "rate-bill" system still prevails in part in this state. In 696 districts the schools are free; in 689 they are supported in part by tuition fees. The state superintendent thinks the people will voluntarily abolish the plan, if the legislature does not. The average term of the schools is eight months and eight days, which comes next to Nevada—eight months and eighteen days. The Normal School at Trenton is in a very efficient state, but has just suffered the great loss of the resignation of Dr. Hart, the Principal. The city of Newark maintains a "Saturday Normal School," and 110 of the city teachers are graduates of the same. This is a hint to Milwaukee.

Literary Miscellany.

ASTRONOMICAL INSTRUMENTS.

The older instruments have to surrender something of their prestige to the rising importance of instruments which were not so much as named a decade ago. Solar eclipses, in particular, have called into existence a great variety of curious contrivances. The American expedition to Europe last December was particularly distinguished for its superb apparatus, in which every contingency was provided for. The telescope, the spectroscope, and the polariscope now go hand in hand, and of these three the spectroscope is that which for its exquisite transformations of light, but far more for its profound revelations, occupies the ground of chiefest attention. Every one is familiar with the refraction of light by a prism, producing a section of a rainbow. Any incandescent body like the sun, gives what is called the continuous spectrum, a full display of the colors in order from red to violet. A glowing vapor gives one or more bright lines, flashing across the fields where the continuous spectrum would be if the light came from an incandescent body. Each kind of vapor gives its own peculiar lines of flashes, invariable in color and position, so that when one sees these lines he can tell what vapors or combination of vapors are burning. By skilful arrangement, a continuous spectrum may be thrown into a position just by the side of a discontinuous spectrum, and in this way the exact places of the bright lines in the latter are readily determined. For example, the vapor of sodium is found to give two bright yellow lines across a place which corresponds to two black lines in the solar spectrum. What are these lines? If an incandescent body has between it and the instrument any vapors which are not themselves glowing, these will absorb some part of the light, and cast certain black lines on the spectrum just in those places where they would cast bright lines and colored if they were glowing, and sent out the lines themselves. These principles will serve to explain much that is said in reference to the eclipse. If at any time, light is admitted from the sun to a prism through a very narrow slit placed horizontally, the spectrum will show its dark lines. These are taken to indicate that around the incandescent sun is an envelop of vapors, and what these vapors are is determined by a minute study of the lines. It has thus been shown that the sun contains iron, calcium, magnesium, and other metals.—*Christian Union.*

Amenities of Newspaperdom.—Mr. Greeley, in the *Tribune* of last Saturday, replying to a writer in another daily, uses the following explicit terms: "We brand this man a liar, and dare him to attempt to remove the brand." And again: "This is the meanest kind of forgery, and utterly without excuse." And more of the same sort. And what does the reader suppose was the occasion of language so violent? What bitter personality, what probing of old and sensitive wounds, what gross injustice or shameless calumny—which of all the provoking causes which make even "the wise man mad," evoked this outburst? Why, an article *on the Tariff*, in which the writer had cited a conversation with a salt manufacturer, which the editor of the *Tribune* thinks could never have taken place! The truth is nobody knows better than Mr. Greeley that such utterances degrade the utterer, lower the moral tone of the newspaper press, and work incalculable mischief in more ways than we need now specify. The defense he sets up, that honesty demands that he should "call a spade a spade" and all that, is too shallow to deceive so clear an intellect as his. He must see that if all writers and talkers should follow his lead, the world would become a bear-garden, and violence and bloodshed would rule in every department of life. * * * For ourselves, we cannot refrain from protesting in the name of all those charities and courtesies without which there can be neither peace nor progress, against giving the authority of such high example to a practice so repulsive and so injurious.—*Christian Union.*

PREMONITIONS OF STORMS.

The poet Virgil saw in the bird, as his countrymen were wont to do, an augur and a prophet of the mutations of weather. "A being eminently electrical, the bird," says Michelet, not without reason, "is more *en rapport* than any other with numerous meteorological phenomena of heat and magnetism, whose secrets neither our senses nor our appreciation can arrive at. He possesses, as it were, a kind of physical prescience. What more natural than that man, whose perception is much slower, and who does not recognize them until after the event, should interrogate this instructive precursor which announces them? Meteorology especially may derive hence a great advantage. It will possess the surest means, and already it has found a guide in the foresight of birds. Would that Napoleon, in 1812, had taken note of the premature migration of the birds of the North! From the storks and cranes he might have secured the most trustworthy information. In their precocious departure he might have divined the imminency of a severe and terrible winter. They hastened towards the South, and he—he remained at Moscow!" * *

The vegetation of the country furnishes another class of dumb but credible guides in the study of meteorology. It is said by pioneers of the forest, that, in our hemisphere, knowing that the moss delights in shady places, they borrow the custom of the Indian, and find their way at midnight through unfrequented woods by feeling the moss on the northern side of the trees. "In every country," says Fitzroy," "the bark of trees and vegetation indicate the prevalent winds." If the wind blows constantly or chiefly in one direction, in any country, the windward side of it is apt to be crowned with vegetation, while on the other side there is scarcely a shrub or a flower. This is the case in Peru, Patagonia, some portions of Arabia, Africa, and on many islands. In some places wind carrying moisture affects one side of a hill or mountain chain and does not affect the other.—*Prof. T. B. Maury, on Weather Telegrams, &c., in Scribner's for March.*

JOY IN STUDY.

Joy is one of the main factors of mental development. The intellectual rank of any creature may be measured by the playfulness of its infancy. Who would buy a puppy with not a streak of fun in him, or a colt with no more friskiness than a worn out cart horse? Your sober colt or puppy is either sick or stupid; and so, as a rule, is your habitually sober child. Go to our asylums for the weak-minded if you want to see patterns of sobriety; next to them the homes of intemperate and vicious parents. The fun-loving propensity of such little miserables, if they ever had any, has been crushed into untimely soberness by disease or ill-treatment, and they are not bright.

A certain old teacher used to remark that he would rather have "ten devils in a class than one fool." He could make something of the imps of mischief, not by suppressing their jollity, but by turning it into right channels. The "fool" is not troublesome, but hopeless; he lacks energy of mind. . A friend of ours, an experienced teacher, says: "The hardest working, most brilliant and successful student I ever had the pleasure of teaching, was a young man whom the president of the college called a *monkey*, too full of frolic to accomplish anything useful. He *was* too frolicsome to do anything soberly, more especially if gravity was insisted on as a duty. But when his overflowing humor was allowed to brighten his work, he was the most persistent student in the institution; he made fun of labor that sober-sided plodders broke their hearts and deranged their stomachs over."—*College Courant.*

REMARKABLE WORKS OF HUMAN LABOR.

Ninevah was fourteen miles long, eight wide and forty miles round, with a wall one hundred feet high, and thick enough for three chariots abreast. Babylon was fifty miles within the walls, which were seventy-five feet thick and one hundred feet high, with one hundred brazen gates. The temple of Diana, of Ephesus, was four hundred and twenty feet to the support of the roof. It was a hundred years in building. The largest of the pyramids is four hundred and eighty-one feet high and six hundred and fifty-three feet on the sides. Its base covers eleven acres. The stones are about sixty feet in length, and the layers are two hundred and eight. It employed three hundred and thirty thousand men in building. The labyrinth in Egypt contains three hundred chambers and twelve halls. Thebes, in Egypt, presents ruins twenty-seven miles around. Athens was twenty-five miles around, and contained three hundred and fifty-nine thousand citizens and four hundred thousand slaves. The Temple of Delphos was so rich in donations that it was plundered of fifty millions of dollars, and Nero carried away from it two hundred statues. The walls of Rome were thirteen miles around.

HAWTHORNE'S IMPRESSIONS OF LINCOLN.

HAWTHORNE and his party had gone into the President's room, annexed, as he says, as supernumeraries to a deputation from a Massachusetts whip factory, with the present of a splendid whip to the Chief Magistrate:

"By and by there was a little stir on the staircase and in the passage-way, and in lounged a tall, loose-jointed figure, of an exaggerated Yankee port and demeanor, whom (as being about the homeliest man I ever saw, yet by no means repulsive or disagreeable) it was impossible not to recognize as Uncle Abe.

"Unquestionably, Western man though he be, and Kentuckian by birth, President LINCOLN is the essential representative of all Yankees, and the veritable specimen, physically, of what the world seems determined to regard as our characteristic qualities. It is the strangest and yet the fittest thing in the jumble of human vicissitudes, that he, out of so many millions, unlooked-for, unselected by any intelligible process that could be based upon his genuine qualities, unknown to those who chose him, and unsuspected of what endowments may adapt him for his tremendous responsibility, should have found the way open for him to fling his lank personality into the chair of state—where, I presume, it was his first impulse to throw his legs on the council-table, and tell the Cabinet Ministers a story. There is no describing his lengthy awkwardness, nor the uncouthness of his movement; and yet it seemed as if I had been in the habit of seeing him daily, and had shaken hands with him a thousand times in some village street; so true was he to the aspect of the pattern American, though with a certain extravagance, which, possibly, I exaggerated still further by the delighted eagerness with which I took it in. If put to guess his calling and livelihood, I should have taken him for a country school-master as soon as anything else. * * * A great deal of native sense; no bookish cultivation, no refinement; honest at heart, and thoroughly so, and yet, in some sort, sly,—at least, endowed with a sort of tact and wisdom that are akin to craft, and would impel him, I think, to take an antagonist in flank, rather than to make a bull-run at him right in front. But, on the whole, I liked this sallow, queer, sagacious visage, with the homely human sympathies that warmed it; and, for my small share in the matter, would as lief have Uncle Abe for a ruler as any man whom it would have been practicable to put in his place.—*From the Atlantic Monthly for April.*

HOW COUNT RUMFORD FREED BAVARIA OF BEGGARS.—Bavaria was eaten up by pauperism and beggary, in town and country. This had long been the despair of her ministers of state and religion. It was reserved for an adventurer from beyond seas to free the state from these cleaving mischiefs. Thompson laid his plans so wisely and took his precautions so prudently that the miracle was accomplished in one day. On the morning of the 1st of January, 1790, the hosts of beggary went forth in their strength to spoil the land. Before night they were all under arrest, and the next morning humanely provided for. The helpless and impotent were made more comfortable than they had ever been before, while the sturdy and able-bodied were set to work and made useful members of society. And this was done with so much discretion and wise humanity that no vested interest or even prejudice was disturbed, while the whole population breathed freer at being released from this odious burden. Even the ancient guild of beggars was so tenderly dealt with that they blessed the change which had abolished it, and on one occasion, when their benefactor was ill, they went in procession to the cathedral to offer up prayers for his recovery, and on another they set apart an hour every day for the same service in his behalf.—*From the Atlantic Monthly for April.*

TROUBLE AT CALIFORNIA UNIVERSITY.—The construction of the University building is to be stopped, as this has cost more than was estimated. A compromise was effected with the contractor who was to furnish the bricks, and from to-day all work is to be suspended. We are to wait, then, an indefinite period of time before we can have our University building, of which so much has been said. The action of the board is probably the right one in the present case, but this result does but little justice to the financial ability of the regents, some of whom are noted as the sharpest business men on the coast. We are informed that $250,000 has been expended on the University during the past year, yet we have but a poor showing at the present time. We once thought that we had a University amply endowed and provided for in every respect—one which should make the name of California noted throughout the educational world. Yet here we are with a few students and a large deficiency of funds in the treasury. Shall we wait for the millennium for our University to acquire a respectable standing, or shall we be obliged to have another grand lottery? *San Francisco Scientific Press.*

PADDLE YOUR OWN CANOE.

Judge S. gave his son a thousand dollars, telling him to go to college and graduate. The son returned at the end of the Freshman year, without a dollar, and with several ugly habits. About the close of the vacation, the Judge said :

"Well, William, are you going to college this year ?"

"Have no money, father."

"But I gave you a thousand dollars to graduate on."

"It's all gone, father."

"Very well, my son, it was all I could give you; you can't stay here; you must now pay your own way in the world."

A new light broke in upon the vision of the astonished young man. He accommodated himself to the situation; left home, made his way to college, graduated at the head of his class, studied law, became Governor of the State of New York, entered the Cabinet of the President of the United States, and has made a record for himself that will not soon die; being none other than William H. Seward.

Dr. Holland on the Lecture Bureaus.—The good lecturers have been cheapened by association with their inferiors in gifts and aims, and the "lecture system" has degenerated into a string of entertainments that have no earnest purpose, and minister to no manly and womanly want. The bureaus themselves can have no permanent interest in pushing this class of performers and entertainments, for the whole lecture institution will go under with such treatment; but the trouble is that it is only the second and third rate men that have any real use for the bureau. Good lecturers get all the engagements they want at their own prices, and if they need assistance they can hire a clerk to do their correspondence at half the price asked by the bureaus. We are glad to see that a few of the better class of lecturers have refused to commit themselves to the brokers. If those who are in their hands like the association they will remain; but we are sure it would be better for them to withdraw, and go back to their old direct relations with the literary societies of the country. A bureau is established to do the business of other people for a consideration, and every man who wishes to enter the lecture field, and every man who has entered it and holds a low place in it, is sure to adopt the machinery and invoke the aid of a bureau to secure engagements. Practically, then, without any intentional mischief on the part of the bureaus, the effect of their operations has been to crowd upon the lecture associations of the country a class of inferior men, who are unconsciously bringing the system to which they have looked for their support into contempt and ruin.—*From "Topics of the Time," in Scribner's Monthly for March.*

The Brothers Grimm.—Among the scholars of Germany there have been no greater names than those of Jacob and Wilhelm Grimm, brothers not far apart in the cradle, not far apart in death, who lived and worked together their full three score years and ten. They lie now side by side in the Matthäi Kirchhof at Berlin, in graves precisely similar, with a lovely rose-bush scattering petals impartially on the turf above both, and solid twin stones at their heads, meant to endure apparently as long as their fame. Hither come a large and various company of pilgrims—children who love the brothers Grimm, for their fairy-tales, young students who have been kindled by their example, and gray old scholars who respect their achievements as the most marvellous work of the marvellous German erudition.—*From the Atlantic Monthly for April.*

A Learned Clergyman was accosted in the following manner by an illiterate preacher, who despised education:—"Sir, you have been to college, I suppose?" "Yes, sir," was the reply. "I am thankful," rejoined the former, "that the Lord opened my mouth without *any* learning." "A similar event," retorted the clergyman, "took place in Balaam's time; but such things are of rare occurrence at the present day."

A Scotch blacksmith being asked the meaning of metaphysics, explained it as follows: "When the party who listens disna ken what the party who speaks means; and when the party who speaks, disna ken what he means himsel'—that is metaphysics."

Metals in the Sun.—Angström of Upsala finds thirteen metals in the sun in addition to hydrogen, and he is led to believe that the sun has few elements which are not found on our earth.

Thinking and Acting.—Men are capable of greater things than they perform. They are sent into the world with bills of credit, and seldom draw to their full extent.

PEACE.

By Rev. Charles Naismith.

Pass on Earth's winter, let thy reign
  Of darkness cease; no more
Be seen thy terrors, or be heard
  Thine awful tempest's roar.

Come on, Earth's summer, with thy realm
  Of light; let sea and river,
Nations and lands, bask in thy beams,
  And peace prevail forever.

Pass, Mortal life, with all thy strife
  And all thy grief; no more
Be known thy pains; at last let toil
  And weariness be o'er.

Come, Immortality, O come!
  From all our woe deliver,
And bear us to the balm and bloom
  Of peace and love forever.

Insect Appetite.—The man who wished he had a throat a mile long, and a palate all the way, might envy the feats performed in the world of insignificance. Some insects are endowed with an appetite so keen and a digestion so rapid that they eat incessantly throughout the whole of their lives. They begin as soon as they are born, and go steadily until they die. Their existence is a feast, without a change of plates or a pause between the courses. Morning, noon and night, their mouths are full, and an endless procession of favorite food gratifies the unwearied palate. They know not the names of meals. Breakfast commences with infancy, and their only after dinner nap is a passage to another state of existence.—*Good Health.*

Alice Cary.—It is proposed to insert a memorial window for Alice Cary in the "Church of the Strangers," in New York. From this church Miss Cary was buried. It was the last to which she was attached. It is the church of her surviving sister, Miss Phœbe Cary. A memorial window has been decided by her friends as more appropriate than a tablet. An artist is engaged on the design, and the window will be made as rich as the contributions of her friends will justify. It is necessary only to state this object to secure the necessary funds. A few dollars from each of her many friends and admirers will make this graceful monument to her memory. Contributions will be received in New York by the Messrs. Harper, Franklin square.—*Galaxy.*

The Monument to the Late Dr. Taylor.—The gentlemen who were appointed at a meeting of the alumni of Phillips Academy as a committee to receive funds to erect a monument at the grave of the Rev. Dr. Taylor, and provide a marble bust to be placed in the Academy, now invite all the scholars of Dr. Taylor to send such contributions as they desire to make, to be used according to the instructions given to the committee. It is desirable that the money be sent as soon as possible. All such contributions may be sent to A. H. Hardy, 181 State street, Boston, and will be duly acknowledged.—*Rhode Island Schoolmaster.*

The Advantage of Having a Trunk.—In reference to the overloading of animals, Sir Charles Napier gives an anecdote of an elephant: "Moll allows them to load him as much as they like, and then deliberately takes all off again beyond the quantity he thinks fair to put on his back. They dare not put anything on again." Pity but the horse had a trunk! He might then unseat half-a-dozen of the passengers of an overloaded coach. It is too true that the problem which people undertake to solve when they hire a coach is, how many will it hold, not how many the horse can draw.

A Poet asked a friend what he thought of his last production, "An Ode to Sleep," "You have done such justice to the subject that it is impossible to read it without feeling its whole weight," was the reply.

New Publications.

BOOKS.

School and Field Book of Botany. By Asa Gray, Professor of Natural History in Harvard University. New York: Ivison, Blakeman, Taylor & Co. Chicago: S. C. Griggs & Co.

As this work embraces the author's "Lessons in Botany" and his "Field, Forest and Garden Botany," bound in one volume, it is more comprehensive in its scope than any manual yet published. It includes the Flora of the Southern as well as of the Middle and Northern States, and describes house and conservatory plants and those commonly cultivated in fields and gardens, as well as native species. In short, it covers the whole ground, and seems to leave very little to be desired by the student or teacher. In the "Field, Forest and Garden Botany" the subject is simplified and technicalities avoided, as far as may be. We observe that the publishers also sell a very convenient microscope for botanical uses.

First Book of Botany.—By Eliza A. Youmans.—D. Appleton & Co., New York. P. B. Hulse, Agent, 117 State street, Chicago. 183 pp., 12 mo.

The two leading ideas of the authoress, in the preparation of this book, were, first, to encourage and insist upon the teaching of Botany by direct observation, and not by memorizing descriptions. But secondly and principally, to make it a disciplinary study, to prepare the young to study other things in a proper way. For this purpose Botany is better adapted than almost anything else, and the book will be welcomed by all teachers who are capable of any intelligent and natural method of teaching. The preface is peculiarly interesting and instructive, as giving an account of the success of Prof. Henslow in teaching children Botany in the Botanical Gardens at Kew, in England.

Quackenbos's United States Histories.—Published by D. Appleton & Co., New York. P. B. Hulse, Agent, 117 State street, Chicago.

This series consists of an "Elementary History," of 230 pages, 16 mo., and an "Illustrated School History," of 532 pages, 12 mo. Both are brought down to the opening of the present administration. The Elementary seems well adapted for beginners, and the "Illustrated" presents the outlines of our history in a graphic and interesting manner, which adapts it to the purpose of a reading as well as text-book. In this way a fair knowledge of the subject may be imparted, in our common schools, by intelligent teachers, where it may be inconvenient to introduce it as a separate study.

Physical Geography.—By S. S. Cornell.—D. Appleton & Co., New York. P. B. Hulse, Agent, 117 State street, Chicago.

The more observable features of this treatise are it compact and convenient form, a smallish quarto; its numerous and well executed maps, diagrams and illustrations, and its detailed descriptions of the physical features of the United States. Cornell's other geographies are too well known to need any special notice. This book, on Physical Geography, completes the series, and will be welcomed by those who prefer the other books of the same author. Among other improvements, are maps showing the isotherms of the United States, the distribution of animals, the vegetable products of different sections, and their mineral resources. The publishers appear to have spared no pains to make a beautiful and serviceable book.

UNIVERSITY SERIES.

We would call the attention of teachers, Professors of Science in its various branches, and scholars and thinkers generally, to the University Series of Scientific Addresses now in course of publication by C. C. Chatfield, New Haven, Conn., in neat pamphlet form, of uniform style and price. Each number contains about 75 pages, neatly printed on good paper,—at the moderate price of 25 cents. The number which has been sent to us, (No. 5, University Series, —) contains three Scientific Addresses, on several occasions, by Prof. John Tyndall, LL. D., F. R. S.;

I. The first, on the "Methods and Tendencies of Physical Investigation," delivered at Norwich before the Physical Section of the British Association for the Advancement of Science.

II. The second, on "Haze and Dust," was delivered as a Lecture before the Royal Institution of Great Britain, January 21, 1870.

III. The third address, on the "Scientific Use of the Imagination," was delivered before the British Association named above, at its meeting held in Liverpool, in September last.

REPORT OF HON. C. C. KUNTZ, Chairman of the Committee on Education, made to the Assembly Tuesday evening, March 21, 1871.

We have received this able report, too late to do more than acknowledge it, but shall make use of it hereafter. It dicusses the idea of "compulsory education" in this country from the stand-point of common sense, and embodies the Bill for County High Schools, referred to on a former page. Mr. Kuntz holds, as every intelligent observer must do, that what we most need to do is to make the schools better—and that by making the teachers better—and thus see what attraction will do, before we try compulsion. He shows, moreover, that imperfect as our schools are, the attendance upon them, in this State, of children of proper school age, is probably very large. Wisconsin has the largest percentage of her population in attendance upon school of any State in the Union.

SANDERS' UNION READERS.—Ivison, Blakeman, Taylor & Co., New York and Chicago.

That Sanders' old series of Readers are popular in this State is evinced in the fact that they are more widely used than any others. If fine paper and workmanship, choice selections and a careful gradation of the books can secure it, the Union Series is destined to like popularity. But we have one objection to all the different series of Readers: they embrace, on the average, six books a piece. This may be well for the publishers, but we do not see that it is so for the children. For mere illustrative purposes, and for elocutionary exercises, half as many would be enough. But these beautiful books, if any, would reconcile us to more.

PERIODICALS.

THE GALAXY.—We clip the following from the *Leader*, of Cleveland, Ohio: "If there is a valuable feature to be added to a magazine, *The Galaxy* will discover it. For example, the March number contains a folding map of San Domingo, in connection with an article upon the subject of annexation, and a department of 'Scientific Miscellany,' containing some nineteen short articles upon scientific subjects. Under the head of 'Current Literature,' that of England, France and Germany is reviewed. It is only the barest justice to *The Galaxy* to say that its admirable enterprise and spirit have not only placed it in the front rank of American magazines, but have infused a new life into the magazine management of the country."

We have just received *The Galaxy* for April, and find it full of sparkling thought and solid substance withal.

THE CHRISTIAN UNION has had an unexampled career of prosperity. In one year it has leaped to a circulation surpassed by only one religious journal in the United States, and that one over twenty-two years old. The reason is, this paper possesses sterling merit. It is convenient in form, being a large quarto, stitched and cut, convenient for binding. It is Catholic in its tone, having Rev. H. W. Beecher for its editor. Its editorial articles are very valuable. Published by J. B. Ford & Co., 39 Park Row, New York. $3.00 per year. Marshall's engraving of Washington, worth $5.00, is given to each new subscriber.

THE ATLANTIC MONTHLY for April has the following tempting table of contents: Footpads, Castilian Days, No Ring, The Ampezzo Pass and the House of the Star of Gold, Roundel, The Giant in the Spiked Helmet, Kate Beaumont, Our Eyes and How to take Care of them, Children, American Life in France, A Passionate Pilgrim, Spots on the Sun, Our Whispering Gallery, Count Rumford, and Recent Literature. In the "Whispering Gallery" this month is a most graphic portrait of President Lincoln, from the pen of Hawthorne. James R. Osgood & Co., Boston. $4.00 a year.

THE LADIES REPOSITORY is without a peer as a ladies' magazine. The March number contains eighty double column large octavo pages, embracing a most entertaining variety of articles, illustrated by first-class steel engravings and wood cuts, printed on the finest calendered paper. We know of no family magazine that equals it. Published by Hitchcock & Walden, 66 Washington street, Chicago. Price, $3.50 per year.

THE NORWEGIAN IMMIGRANT.—This is a political news and family paper for Norwegians in America, and is published every Thursday at $2.00 a year, by EDWARD LARSSEN, Esq. Office in the *State Journal* Block, in this city. Unfortunately we did did not learn Norwegian in our school days, and therefore cannot judge of the contents of the paper, but we can see that it is neatly printed, and well filled with news.

GOOD HEALTH for March is filled with good things. The articles on "What to Eat," "The Water we Drink" and "Consumption" are especially good. Alex. Moore, publisher, 11 Bromfield street, Boston. $2.00 per year. It is furnished to teachers and clergymen at $1.50.

WISCONSIN

JOURNAL OF EDUCATION.

Vol I. May, 1871. No 5.

COMMON SCHOOL STUDIES—PART III.—PHYSICS.

BY A. F. NORTH, PEWAUKEE.

Having glanced at the function of our common school mathematics, we turn next to the department of Physics. And here we have to confess a lack of material. We have but Physiology, Physical Geography, and sometimes a little Natural Philosophy, and these are confined to the most advanced scholars. But our greatest lack is in teachers. To the great majority, the Book of Nature is a sealed book, and our children suffer the loss. But a better day is dawning. The series of readers issued by the Harper Brothers, and the scientific departments in our periodical literature, added to the influence of our Normal Schools, must soon be felt, and some proficiency in the physical sciences will be deemed as necessary in our teachers in the common school as a knowledge of Grammar and Arithmetic. Without this our culture must be imperfect and one-sided. But let us see what can be done with those we have. The laws of life, the theories of winds, of tides, of storms and of ocean currents, present most admirable examples of the inductive method. The pupil can at once see that those do not rest upon the same foundation as the demonstration of the solidity of a sphere, the area of a circle, the result of an equation, or the fourth term of a proportion; but that they rest upon observed facts, combined with what Locke would perhaps have denominated the innate ideas, "that design implies a designer," and that "like causes, under like circumstances, produce like effects"—which is only another mode of expressing the *reign of law*—ideas very nearly allied in character to the axiom. From the rectification of scientific theories continually occurring, they will learn the necessity of careful observation and numerous experiments in order to trustworthy inductions, while the value of rigid induction will be seen in the theory of ocean currents from the rotation of the earth and the evaporation at the equator; the theo-

ry of gravitation from the falling of an apple; the theory of osseous formation from the different colored rings observed in a bone, and the circulation of the blood from the structure of the veins and arteries.

But (3d) it is necessary to be able to cognize our own intellectual operations and to know the value of our moral and spiritual intuitions and their limitations, in order to a sound judgment. And here our field is grammar and history. In any study of language which is worthy of the name of study, an appeal to our *conceptions* must be made continually, because the law of expression (language) must of necessity follow the law of mind. And here I would observe that in the study of our mother tongue scholars should be taught to look for the rules of etymology and syntax and the methods of analysis not so much in grammars as in their own *use* of the language and sense of the relation of ideas—the grammar being referred to chiefly to test the accuracy of their conclusions and point out the cause of their errors—which they will find to arise from their cloudy conception of ideas and their relations, or from their being under the dominion of provincialisms. There is nothing to hinder any ordinary child under proper instruction to discover from his own usage the law of the comparison of adjectives, the pluralizing of nouns, the agreement and government of verbs, and the office and influence of the preposition, conjunction and interjection. When, in teaching grammar, analysis, syntax and etymology are made to go hand in hand from the beginning, and are not taught separately, as they are generally treated in text books; and when the appeal of the teacher is constantly made to the pupil's *sense* and not to the rule alone, not only does the pupil have an eager interest in the study, and secure a correct use of the language, but what is more, he receives a quickening, sharpening and polishing of the intellect beyond that which results from the prosecution of any other study. Those who have tried this method will know. Doubtless the reason that grammar is generally so distasteful and profitless is because mind is so often banished from its study and memory substituted, when mind should be supreme. Grammar cannot be taught children from books. Books are but an inconsiderable help; more frequently as they are used (or abused) a positive damage. I am not sure that the incomparable felicity that characterizes the Greek language is not attributable to the fact that they possed no elaborate treatises on grammar. To walk in the garden of Academus with Plato was an excellent substitute.

In closing this part of the subject I need only refer to the material which our own U. S. History presents for the exercise of the moral sense. There are the questions of the right of the Europeans to possess themselves of the lands of the aborigines—of the right of the different nationalities, English, French and Dutch, as among them-

selves, to their claimed boundaries, and of the methods of settling them—of the right of the Home Government to tax the colonies and otherwise legislate for them—of state and individual rights and the powers of the general government. These are not one-sided questions but many-sided, and can be used and ought to be used for the improvement of our scholars. The prudent teacher will encourage his pupils to give thought to these subjects, and to give expression to their thoughts. He will point out the very opposite and plausible views that can be taken of them, and show the necessity of avoiding dogmatism, of cultivating caution in coming to conclusions, and liberality towards those who differ from them. The study of history that consists chiefly in memorizing dates—important and unimportant—and events unconnected with their significance, although valued highly by the Dry-as-dusts, is indeed a very meagre affair, and serves to stultify the judgment rather than to cultivate it. We have thus briefly and very imperfectly indicated the reasons of our common English branches. They are immense. And when I hear them spoken of slightingly, I cannot help thinking that the speaker must have passed over them as the Indians of California passed over its gold fields, picking up per chance a grain here and a nugget there, but ignorant of the treasures which a higher intelligence and a nobler industry were destined to bring to light.

SCHEDULE FOR NORMAL INSTITUTES.

PREPARED BY ROBERT GRAHAM.

I. READING.

1. *Orthœpy*—(*a*) Elementary Sounds and Marking from Webster's Dictionary; (*b*) Syllabication and Accent.

2. *Expression*—(*a*) Emphasis; (*b*) Inflections; (*c*) Modulation; (*d*) Personation; (*e*) Monotone; (*f*) Pauses.

Pitch—High, Moderate, Low.

Force or Quantity—Loud, Moderate, Gentle.

Quality—Pure, Orotund, Aspirate, Guttural, Trembling.

Rate—Quick, Moderate, Slow.

N. B.—Special attention should be paid to Primary Reading—Methods of Teaching—Exercise forty-five minutes.

II. ARITHMETIC.

1. Review Fundamental Rules—(Full Analysis).
2. Fractions, Common and Decimal.
3. Percentage.
4. Reduction, Compound Numbers.
5. Roots, Square and Cube.

Recitations conducted by leader, one-half hour; discussions or reviews, by members of the class, fifteen minutes; exercise forty-five minutes.

Special attention to Analysis of Examples, as in Mental Arithmetic.

III. PENMANSHIP AND DRAWING.

Instruction in Principles, Position, Motions. Exercise thirty minutes; two weeks. Elementary Drawing. Exercise each day thirty minutes.

IV. GEOGRAPHY.

1. Map Drawing. 2. Geography of the United States and Europe. 3. Physical Geography; two weeks. Exercise forty-five minutes each day.

V. GRAMMAR.

1. Analytical Orthœpy. 2. Rules of Spelling and application. 3. Etymology. 4. Syntax, (correction of false). 5. Analysis, (Sentence).

N. B. Etymology taught orally as well as from books, and special attention given to Practical Grammar in this division, because so few pupils study Syntax. Exercise forty-five minutes each day.

VI. STUDY OF CONSTITUTIONS AND HISTORY.

1. Constitutions of the United States and Wisconsin, three hours each week. 2. History of United States, two hours each week.

VII. SPELLING, (methods in), thirty minutes each day.

VIII. PHYSIOLOGY AND GENERAL EXERCISES, including Object Lessons and Local Geography, thirty minutes each day.

IX. THEORY AND PRACTICE OF TEACHING, thirty minutes each day.

X. GENERAL HINTS.

1. Recommend Devotional Exercises each morning.

2. Recommend holding Examinations of those attending the Institute, last two days.

3. Recommend forming classes for studies required for second and third grade certificates.

4. Report to the State Superintendent—(*a*) Whole number enrolled, male and female. (*b*) Average age. (*c*) Number and Titles of Lectures. (*d*) Number Licensed at close of Institute and Grade of Certificate. (*e*) Name of Assistant. (*f*) Certified account of Expenses.

5. Recommend that not more than two evenings each week be given to Lectures or Discussions.

6. Recommend Rhetorical Exercises and Essays weekly.

XI. TOPICS FOR DICUSSION IN THEORY AND PRACTICE.

1. Daily Preparation of Teacher for School Work.
2. Programme of School. Recitation and Occupation.
3. Programme of Teacher for time out of School.
4. School Organization. No. of Classes in each Study, etc.

5. School Records, (how kept).
6. Duties of Parents and School Boards.
7. Visitation of School by Parents and School Boards.
8. Visitation of Pupils by Teachers at their Homes.
9. Moral Instruction, (what to include).
10. Manners, (instruction in).
11. School Government—Moral Suasion vs. Corporal Punishment.
12. School Apparatus.
13. Webster's Dictionary, (how secured).
14. Relation of Teacher to Play Ground.
15. Irregular Attendance, (how prevented).
16. Health of Pupils, (how impaired); (how preserved).
17. Treatment of Stubborn Children—of Backward Children.
18. Conducting of Recitations, (method of) (object of).
19. Should the State Oblige Parents to Educate their Children?
20. School Exhibitions, (are they advantageous?)
21. Rhetorical Exercises, (are they beneficial, and can teachers insist on them?)
22. Teachers Associations.
23. Normal Schools.
24. Length of Terms and Vacations.
25. Instability of Teachers Employment, Disadvantages to School, to Teacher.
26. What should the Teacher Read?
25. Journal of Education.

Selections may be made from the above.

ON SPELLING.

[Hints to Young Teachers.]

BY PEN, MILWAUKEE COUNTY.

1. Examine every lesson before giving it, and see whether it does not contain exceptions to rules of Orthography or Orthoëpy, difficult combinations or other features with which the scholars may not be familiar, and explain them *before* requiring them to be committed to memory.

2. Let each word be pronounced distinctly before spelling it, and let each syllable be pronounced as soon as spelled.

3. Require definitions of words, or give them, as often as time will permit.

4. Refer to rules of Orthography and Orthoëpy as often as possible, and require definitions of the terms used in rules, &c.

5. Where the sense of a word is difficult to comprehend, is foreign, obscure, synonymous or idiomatic, illustrate by sentences.

6. Ask promiscuous questions, and require the spelling of familiar words, not prepared beforehand, about once a week.

NOTES.

Paragraph four is based on the supposition that the pupil is already familiar with the following items: 1. A thorough analysis of the alphabet. 2. Syllabication. 3. Accent. 4. Classification of words (as monosyllables, &c., as primitive, derivative, simple and compound words). 5. Prefixes and suffixes. 6. Rules for spelling. This ought to be the case with every scholar who has finished the Fourth Reader.

Alphabetical equivalents and the so-called obscure sounds of the vowels should be pointed out frequently, and however similar they may be, they should be perfectly distinguishable in the pronunciation of teacher and pupil.

Orthography should be taught by writing, as well as by spelling. This is much neglected, especially in our mixed schools, where a multitude of classes is apt to discourage the overtasked teacher, and to make him unwilling to do the inevitable correcting of written exercises in his leisure hours. Yet this is a necessity, and cannot be neglected without a great disadvantage. Experience has proved that good spellers are usually far from being correct writers, and that spelling by rote is a very indifferent discipline for the memory.

Young teachers, of limited experience, have often complained to us that their pupils could spell every word of a given lesson, if required to spell them in the order in which they occur in the book; but if that order was deviated from, they made frequent mistakes or failed entirely. Now this is one of the proofs that oral spelling is not a sufficient means of teaching Orthography; that it is apt to lead to a parrot capacity of uttering any amount of sounds and syllables, without combining a single idea with the performance. In oral spelling let the scholars understand that the *order* of the words is merely a casual circumstance, and that *the construction of words by sounds* is the object. Let it be understood by all that the order observed in the spelling book will *not* be adhered to, and the habit of "racing" through a lesson, sans sense and thought, will soon be broken up.

Written exercises may be conducted in various ways. The class may study a given lesson, and then write it down as dictated by the teacher or monitor; or, each scholar writes a word as often as his turn comes; or, the class is divided into several divisions—say two or three—and each division in succession writes a word; or, a collection of words is written on the black-board, and the scholars are required to copy and define them, or to embody them in sentences; or, the

pupils write sentences of their own composing. Extracts from reading lessons, books of travel or simple lectures on interesting objects may be dictated and written, with or without preparation.

Written exercises of any of the above kinds ought to form a regular item of the plan of studies. They are a better test of the pupil's proficiency than a more difficult lesson in oral spelling would be, and some modes form an excellent introduction to composition writing.

Those teachers who are desirous of making good writers of composition of their pupils must prepare them early for the task, and written spelling affords a fine opportunity to do it. Not that other branches do not also permit such application; but spelling forms an essential part of composition writing, and both should be taught in connection.

In order to make written spelling the basis of compositions, and also to make it interesting to pupils and teachers, the following rule must be strictly observed:

"NEVER ALLOW YOUR SCHOLARS TO WRITE SENTENCES THAT ARE NOT EXPRESSIVE OF SOME FACT, REALITY OR TRUTH."

The neglect of this simple rule is as common as it is detrimental, as it leads to a slovenly way of thinking, and to the suppression of originality. Where penmanship, orthography and grammatical propriety alone are considered, and no attention is paid to the *sense*, the commonest ideas, of no practical value, and even incorrect statements and logically false assertions, form the bulk of most exercises. Any exercise of this kind, though No. 1 in penmanship and orthography, is a very unsatisfactory performance in the eyes of a true teacher; it resembles a beautiful goblet in which we are offered dishwater.

Let us illustrate the subject. Two pupils are required to write an exercise; one of them has been trained to think in a logical manner, the other not, and here is the result:

The bungler has: "The house is near the fence. The men went a fishing. She was in London, and saw the Queen." The thinker has: "Bread is called the staff of life. My lessons are sometimes difficult. France is one of the five great powers of Europe." The difference in these two exercises needs no special reference.

Or the words "mill, parrot, ink" are written on the black-board, and the pupils required to embody them in sentences. The bungler writes: "The mill is near the pond. The parrot is a bird that can speak. Ink is black."

A conscientious teacher would then make the following or similar critical remarks:

The first sentence is incorrect, because it refers, or seems to refer, to a mill of which I have no knowledge. If it is a typical mill, it is incorrect, because not every mill is situated near a pond. Some are on

the banks of rivers, and windmills are not necessarily near any water at all.

The second sentence is incorrect, as it has no reference to any particular parrot, in which case it ought to be, "*This* parrot," etc., and it would then come under remark first on the mill. If I say, "The nightingale is a bird that can sing," I state a fact, as nightingales can and do sing, and their power of song is so great a characteristic of these birds as to help in deciding their classification. But not all parrots can or do speak, and as the words "the parrot" have a general sense, the sentence is incorrect, as it conflicts with the statements of natural history.

Again, "Ink is black" is incorrect, as it also makes a general reference, in which case it does not express the truth. "My ink is black" would be a proper sentence if expressive of a fact. Ink is sometimes black, or, rather, there is such an article as black ink. But do you not know that some ink is red, some blue, green or purple? If your sentence met the eye of one who had no previous knowledge of the article in question he would take it for granted that *all* ink is black.

The slate of the thinking boy would probably contain the following: "We take our grain to the mill, where it is made into flour. Some mills have their machinery set in motion by steam, and some by water or horse power; some even by the wind. Windmills are quite numerous in Holland," etc., etc.

Not every scholar, however well trained, will always show or have as much information as full description requires, and lack of time may necessitate the utmost brevity. But no matter *how short*, every sentence must convey, in a logical manner, some idea expressive of a fact. If otherwise, it reflects discredit on pupil and teacher; on the former for being too careless or too lazy to be correct; on the latter for not insisting on the pupil doing better. As for a teacher's being "in too great a hurry" to attend to every particular, we would say that a *good* teacher is never in a hurry, and that he would prefer to omit a lesson rather than have it recited or written in a careless, bungling manner.

Let the habit of being logical and correct in thought and expression once become fixed, and the bore of writing a composition, or anything else, will be changed into a pleasure. The teacher will often be surprised at the force and originality of thought and language on the part of at least some of his pupils. If their sentences are quotations, they may not show genius, but they certainly show an apt memory.

The question is often asked, "Which of the many methods of teaching this or that branch is the best?" To this we would reply: We have tried many, and have succeeded in some, and we found that the degree of intelligence exhibited by the pupils had much to do with our

preference of this or that method. But on the whole, the final result of our experiments and observations is about this: Almost every method is good if the teacher is. Let him but *do* his duty, and require his scholars to do theirs, and he will succeed.

THE MONTHLY INSTITUTE.

BY ALBERT SALISBURY, BRODHEAD.

Do teachers' institutes pay? In this question let us be understood as meaning the ordinary institute of four or five days in length, held semi-annually in some sections and at wider intervals in others. A large percentage of the teachers who attend these meetings vote them in their secret hearts not only a failure but a bore. The opinions of most of this class, however, we can well afford to disregard, for to them anything would be bore that called for any more stringent mental exertion than that required to reckon a term's salary and get it from the treasurer's pockets into their own. But, truth told, will not all parties concede that these institutes have been thus far not entirely a success? Too long to be anything less than formal—too short for any actual systematic instruction; half of the time must be consumed in getting acquainted and warmed up to the work, and the other half is too often wasted in sparring over trifles and technicalities. This is not the place to discuss the causes of failure nor the means of success. The semi-annual institue, in even its present state, is far better than none; is, no doubt, the stepping-stone to better things. What is proposed here is to ask whether it cannot be profitably supplemented, not supplanted, by the monthly institute. Not the *month-long* institute projected for the coming summer, which is an institution *sui generis*, and one most full of promise too, but the Saturday meeting at intervals of from four to six weeks. In these the first meeting or at furthest the second is sufficient to put the members in the best working order and set things fairly afoot. The exercises may consist of one or two leading topics for each half-day with music, essays, recitations or any thing else appropriate, sandwiched in for variety, and when practicable, a lecture in the evening. And now, what is to be accomplished by this? No great amount of mental training or feeding, to be sure, but what is worth, perhaps, just as much to teachers who are supposed to be already trained for their work, viz.: comparison of methods and ideas, comparison too of experiences and experiments, a lifting up out of old rules and more than all, a healthy development of the *esprit de corps*. That all this will be effected upon all who attend is not claimed. The world has yet to wait for the influences that can beget in many of

our teachers any adequate idea of what is due to their calling. The best plan of organization is doubtless that of an association inviting to its membership all teachers within some given region. The extent thus comprised should not be so great as to make the time and expense of getting together any considerable item, for here as elsewhere disturbance of pocket is one of the most difficult frictions to overcome. The best season for inaugurating such an undertaking would seem to be near the beginning of the school year, that is, early in the fall term. The teachers of a graded school or, better yet, of two or more such if they be near enough to each other, are in the most favorable position to take the initiative and to lead in the subsequent work. A free use of the local newspaper is also one of the elements of success. Finally, that such a work as is here outlined is not only perfectly practicable but reasonably profitable has been proven by the experience of teachers of southern Green county during the two terms past. Nor in this matter are we alone, for we have but followed the example, in justice be it said, of Superintendent SAMUEL SHAW and his co-workers in Winnebago county, and no doubt of others in different parts of the state. Will not Mr. SHAW give us something on this subject?

SYNOPSIS OF HOW TO CONDUCT A RECITATION IN READING.

[A few practical hints to young Teachers.]

BY PEN.

1. Let the pupils rise, or leave their seats noiselessly.

2. Cause them to assume an easy, erect attitude, arms pendent, book in left hand.

3. Inquire for number of page and lesson, title and subject.

4. In what style is the lesson written? (Descriptive, didatic, philosophical, humorous, comical, etc.)

5. To which division of literature does it belong? (Prose, poetry or drama.)

6. Does it require personation? (Changes of the voice, to suit the characters represented as speaking, etc.)

7. What do you know about the author?

8. Let the pupil give the substance of the lesson in his own words. This must always be done before reciting, as it ensures preparatory study.

9. Never omit to draw a moral, or other instruction, from the lesson, no matter how flat or insignificant the lesson may be. Lead the scholars to make remarks, and to mention parallels.

10. Raise book in left hand, open with right, drop right arm, read

number of page and lesson, the title, and any remarks or notes preceding the lesson, unless meant for the teacher.

11. Insist on a correct and distinct pronunciation, close attention to punctuation, avoidance of repetitions, and a proper modulation of the voice.

12. Let emphasis and inflection be observed.

13. Explain all difficult and foreign words whenever they occur, and make explanatory remarks on odd, peculiar and incorrect words and phrases, false syntax, in humorous pieces, or in those in which idioms and dialects occur, etc.

14. Repetion of a rule in elocution, that has an example in the lesson read.

15. Grammatical analysis of a word, phrase or sentence.

NOTES.

Paragraphs 4, 5, 6 and 7 are for well-advanced classes only; 15 for those who study grammar. All other paragraphs must be observed with every class, from the First Reader upwards.

If practicable, it is a good plan to let the class stand at some distance from the teacher; say, about from one to three yards.* This would exact a more distinct utterance, a faulty articulation be made more conspicuous, and the habit of reading in too low a key would be corrected.

Simple rules in elocution (drawn from practical sources, such as, our daily conversations, etc., and made clear by copious illustrations) should be impressed on the pupils' minds *right from the beginning*, and the *study* of elocution as a branch, should be taken up as soon as possible.

Before requiring a pupil to commit to memory a rule, be it in elocution, or be it in any other branch, *make him thoroughly acquainted with it*, in all its bearings. When his mind has grasped the *idea*, he will easily master the *form*.

During recitations, as well as while at study, it is of the utmost importance that nothing should divert the pupil's mind from his task. Fumbling about the clothes with the pendent right hand, or playing with any object whatever, must not be allowed. Here, as in everything else, the teacher himself must furnish the faultless model. Let him set an example in attitude, in abstinence from making noises or using his hands improperly, and particularly from leaning against anything while requiring the class to stand erect; and in that sweet, musical modulation of the voice, which, coming *from* the heart, speaks *to* it, making the children "swift to hear," and, with a new version of the old rhyme, "glad to answer."

* Still better, if across the school-room.—EDS.

ADDRESS TO SPRING.

BY MRS. L. CAROLINE ENDICOTT.

Where departed winter reigned,
  With a youthful, gentle hand,
Wilt thou strew fresh flowers, Spring!
  Fair one! from a southern land.

Where his aged footsteps fell,
  And his hoary locks were seen,
Wilt thou, now, move lightly on,
  With bright tresses, robes of green.

And thy holy mission is,
  To re-clothe the earth anew,
Forest, mountain, hill and plain,
  Long arrayed in somber hue.

To set free the ice-bound stream,
  Fettered by old winter strong,
Which will murmur thanks to thee
  As it joyous glides along.

And the songsters of the air,
  Thou wilt cause soon to rejoice,
Pour their native songs to thee,
  Of the gay or plaintive voice.

All on earth, in air or sea,
  Of God's creatures, great or small,
Will thy coming hail with gladness,
  For thy presence blesses all.

And each verdant leaf, each blossom,
  By thy hand, Oh! fair Spring, brought,
To grow above the withered, fallen,
  Will inspire us with the thought,

That from its dust the soul arises,
  For a life surpassing far,
This, as the glorious sun exceeds,
  The brightness of the dimmest star.

BURR OAK, Wis.

DR. ANDERSON, of Rochester University, has written a letter to Dr. Wayland, of Franklin College, Indiana, in which he says: "In my judgment the distinctive college training of young men, from the age of sixteen to twenty-one, cannot be provided for in the best way in colleges as large as Yale and Harvard. I think that no one organization can in the best manner care for, mould, shape and influence more than two hundred young men. The best part of education is secured by personal contact of the pupil with a few earnest, able and learned men."

THE TOWN SYSTEM.

LETTER FROM THE SECRETARY OF A TOWN BOARD.

This town adopted the township system of school government at the annual town meeting in the spring of 1869, and I was personally informed by Superintendent CRAIG that it was the first town in the state to adopt it. The settlements of this town cover an area of four townships and parts of townships. At that time there were only six organized districts, and at least one-half of the children between the ages of four and twenty were practically out of reach of the benefits of public schools. There were only five school houses in town, and two of them were shanties, not worthy of the name. There was little, or no interest manifested in the schools, and although heavy taxes were assessed, teachers almost invariably were compelled to wait for their pay, and in many cases sell the district order at an immense sacrifice, in order to procure any pay for their services. In fact the condition of the schools generally, throughout the town, was deplorable.

Being their town clerk, I received a circular containing the law, only a few days before town meeting, where it was read, explained and adopted without discussion, there being not one dissenting vote. A few weeks after, however, many in town opposed the system, and I think enough to have returned to the old system had they had the power. A few days after I saw Mr. CRAIG and consulted with him as to what policy it was best to pursue, and by his advice nothing was done except to organize, until October, when we commenced labor under the new system, since which time there have been nine new school houses built, eight of them frame houses, 20x30, 12 feet posts, well finished, warm, substantial and commodious; and good schools have been maintained in each and all of the sub-districts. We had the misfortune to lose one school house by fire last fall (one of the old ones) which will have to be replaced this summer. All of this has been done, I am happy to say, without any extra tax, most of the funds for building having been obtained from delinquent taxes due the districts from former years, and which were considered by them as of little or no value. * * * * * * * * * *

Notwithstanding the opposition before mentioned, at present I hear of no complaint. The schools are prospering finely, and almost a universal interest manifested throughout town. A liberal tax was voted at our last spring town meeting, being $100 to each organized subdistrict, for apparatus, maps, charts, library, etc.; but through some irregularity in the proceedings of the county board, almost the whole tax remains on the tax roll uncollected. * * * * *

When an effort was made last fall to get the system changed back in this town, and a petition was circulated to call a special meeting for that purpose, the meeting was called, but without giving sufficient notice to constitute it a legal town meeting, therefore no vote was taken; but as the citizens of the town were generally present, the matter was freely discussed, and upon an informal vote, by a division of the house, only two men voted for a change to the old system. * * *

EAGLE POINT, Chippewa Co.

MODERN EDUCATION.

"People may say what they please," bewailed a friend to us the other day, "but children now-a-days don't know as much as they used to. There is ten times the pains taken with them; the teachers work infinitely harder; the books are ever so much simplified, but the children don't begin to know as much about them." Very likely our friend was generalizing from too narrow a range of observation; nevertheless, it is a good thing to be checked once in a while, in our somewhat vague assertions of the superiority of modern methods, modern enlightment, modern progress; that we may ask ourselves, what the special tendencies of the present are? and what is their actual result? What, for instance, is the precise difference between the educational methods of to-day and those of twenty-five years back?

Of course, there are innumerable circumstances to complicate such an inquiry, but the main difference, we should say, is in this: Twenty-five years ago, the main reliance of the teacher in educating a child was to stimulate its will. Now it is to stimulate its inclination. Twenty-five years ago, the teacher's business was to hear the lessons. The child's business was to get them. The text-books were dry, difficult, unattractive; the school rooms bare and unviting. Little help was to be obtained from apparatus, or illustrations. What was learned, must be learned by sheer force of application, by concentration of the mind upon the task, at an expense of prodigious effort. We look back upon all that now, and think, how dreary! what a drudgery! So it was. But there was some compensation, in the amount of will power called out; of capacity for steady concentration on things in themselves unattractive; of power to make a mental effort, because we must, or ought, instead of because we wanted to. Mrs. Horace Mann, in a little book on education, quotes a remark of some Boston teacher to the effect that the less a boy liked a study, the better it was for him to learn it. There is just a grain of truth in the saying she so reprobates. To learn to exert one's mind at the call of duty instead of inclination, is about as useful a mental training as one is likely to get.

The tendency now is to make study attractive to children. He must be led, not driven. The path is made straight for him. The teacher must explain with all manner of illustrations and apparatus the difficult points. The text-books vie with one another in their efforts to reduce things to their simplest terms. His difficulties are anticipated. Crooked places are made smooth. The labor which the child twenty-five years ago had to accomplish for himself is shifted off on the teacher, or the text-book. We try to allure children to knowledge. Instead of throwing them back on the barren processes of repetition and memory, we try to show them the relations of things, the principles out of which they spring. Instead of dull formulas and abstractions, we want them to have facts. In a word, our aim is to interest them in what they have to learn. That is the watchword of our best modern instructors, of our most characteristically modern systems, and however far it is, in special cases, from being realized, it is the direction in which we are working. What an immense gain it seems! We think we have at length found the key that unlocks the youthful mind.

Yes. But what if, in this taking off the strain from the scholar's faculties, we are making him more impatient of effort on his own part, more dependent on the assistance of others, less capable of concentration on difficulties. Suppose we are thereby relaxing the tone of his mind, disinclining him to contend with obstacles, encouraging a passive, recipient state of mind rather than an active, energetic one.

The truth is that if it be dismal to drag children along the road to learning with no other object than to get certain lessons, and no other stimulus than that applied to their will—as was the olden method—it may also become very enervating to attempt to woo them along too softly, removing all the obstacles, and relying on the natural attractions of the path, which is our modern idea. To accept hard work is as necessary for child as for man. It is fundamental to everything.

The defect of the old method is plain. The mass of dull, incapable children is, no doubt, disgusted more heartily than ever with knowledge, by demanding too much of them. The defect of the new method seems likely to be a lack of tenacity in mental fibre, a lack of persistence in mental effort, produced by requiring too little. The praise of the old method is that, by exacting too much, it produced in a few instances splendid results—called out the fullest capacities. The praise of the new method is, that it has made knowledge accessible, and even agreeable, to so many naturally indifferent to it. So at least it seems to our limited experience. It remains to find in education the method that will level up without leveling down; that will bring out the highest results from the few, and the best possible from the many.—*Milwaukee Sentinel.*

HINTS TO A NEW TEACHER.

1. Meet your school at the outset with a quiet and natural demeanor. Affect neither sternness nor affability. Feel and say in a few simple words, that you hope to do them good, and will try to do the best you can for them.

2. If whispering or disorder occurs, pause at once, and do not proceed until order is restored. The pause is generally sufficient for this.

3. Remember that good discipline is the principal thing; without this there can be no successful teaching.

4. Govern yourself. Do not fret or fly into passion; never stamp or scold; do not threaten or talk too much. Let a kindly interest in your pupils temper all your actions.

5. Have the school-room kept tidy and comfortable; wash off scribblings and ink spots, and hang up charts and maps to give the room an attractive appearance.

6. Let the lessons be short but thoroughly mastered. Go over the same ground again in review.

7. Foster in your pupils a spirit of justice and generosity, kindness and forbearance, reverence for truth and duty.

8. Make daily preparations for your work; the oldest and ablest teachers do this. You will thus be able to give clear explanations, and to infuse spirit into your instructions.

9. Remember that every act is closely watched, and that example teaches more perfectly than precept. That teacher who is a gentleman or lady in dress and demeanor, whose language is simple, pure and truthful, whose deportment is gentle, graceful and kind, will awaken a respect both in pupils and parents, that will make his or her task easy.

10. Take an educational journal; you can not afford to do without its suggestions.

POSTURE IN READING.

To acquire a habit of always maintaining a graceful position of the body is not easy. The inclination is to some awkward and ungainly position rather than to one which is easy and at the same time presents the body in the best form.

In reading, posture is most essential. It is impossible to read well standing sideways, with one shoulder much depressed below the other, with the head held on one side, with the chin resting upon the breast, or in the hundred other awkward postures which the lazy and inattentive school boy will assume. Not only are the lungs and the vocal organs hindered in their proper functions, but vision is also affected. A sideways view or an oblique one is always imperfect. Hence two

scholars should not be obliged to read from the same book. Many a teacher, who, with the best intentions, has taken half the books from the class for the use of visitors, has wondered at the blunders of the scholars, while the confusion occasioned by their mishaps has only made the matter worse. The pupil could not see straight when obliged to look sideways, nor speak in a clear tone when obliged to hold the book so as to accommodate another.

Beginners suffer more in this respect than those who are more advanced. We know little of the confusion which a sideways view of its letters produces in one just learning the alphabet. Yet how little is this regarded by the teacher who holds the book? An unnatural tone of voice and an indistinct utterance are both results of cramping the chest and the vocal organs.

The posture should be erect but easy and not strained. While the appearance of "falling to pieces" is avoided, we should equally shun any position which is forced and unnatural. While an erect position is most easy, when by culture it has become habitual, it is also the one in which the organs of sight and of speech work most perfectly.

While we have objected to a strained position, yet a moderate degree of effort is desirable. A person is best fitted for such an exercise as reading, when all the powers of the body as well as the mind are wide awake. Perfection in this art is worth striving for, and we have here pointed out one of the essentials for success.—*T. S. Gold, in Conn. School Journal.*

COMPARATIVE ETYMOLOGY.

DR. J. B. FEULING, STATE UNIVERSITY.

We hope, every educator will agree that the pupil should not be kept in the dark as to the relationship between his mother tongue and the kindred languages, whether he studies any of the latter or not, or be allowed, erroneously, to regard the verbal likeness he cannot fail to notice, as simply the result of direct "derivation." The experience of every teacher who has enlivened his instruction by examining with his pupils the growth and offshoots of an etymon, also knows that mere hap-hazard glances at the curiosities of language will be of doubtful good. But there are still many, who having studied a "little Latin and less Greek," consider themselves entitled to "making etymologies," and become "guilty of folly unaccountable," by forgetting that etymology has its fixed laws, as any other science. The pupil should early possess a knowledge of the classifications of letters, and the laws that control their permutations. This will serve as a basis to such methodical teaching as may be brought to bear upon whatever language

he studies. It is often difficult for a student of English to decide whether a word bearing a likeness to a Latin word of the same sense has been *borrowed* from the Latin or whether it is simply a *kindred* word. The following "law" will often help him to decide correctly,—as he will see upon examing the two following sets of words; in table *A* the words are *kindred*, as the permutations (interchanges) will show; in table *B* the English words are *derived* from the French.

GRIMM'S LAW OF INTERCHANGE OF MUTE CONSONANTS.

Lautverschiebung.

	1.	2.	3.	4.	5.	6.	7.	8.
Sanskrit.	k	g	gh, h	t	d	dh	p (ph)	bh(h)
Greek.	k	g	ch	t	d	th	p	ph
Latin.	c, q	g	h (g)	t	d	f(d, b)	p	f (b)
Gothic.	h(g)	k	g	th(d)	t	d	f	b
German.	h	k	g	d	z, ss	th(td)	f (v)	b (p)
English.	h	c,k(ch)	g, y	th	t	d	f	b

A.

ENGLISH.	LATIN.	GREEK.
Halm.	Calamus	Kalamos.
Crow (hrook)	Cornix and corvus	Korax.
Lair (lager)	Lectus	Lechos.
Night	Nox, noctis	Nux, nuktos.
Sack	Saccus	Sakkos.
Crane	Grus	Geranos.
Harvest(A. S. heaf-est)	Carpo (I pluck)	Karpos.
Gall	Fel—hel	Chole.
Garden	Hortus	Chortos.
Tear (Gothic tags)	Lacryma, dacryma	Dakru.
Seven	Septem	Hepta.
Toe	Digitus	Daktylos.
Tame	Domo	Damao.
Eel	Aquilla	Enchelys.
Thou	Tu	Su and Tu
Hide	Cutis	Skeptos.
Full	Plenus	Pleos.
Yawn	Hio	Chaino.

B.

LATIN.	FRENCH.	ENGLISH.
Ebur	Ivoire	Ivory.
Rabies	Rage	Rage.
Lepus	Lièvre	Leveret.
Nepos	Neveu	Nephew.
Pauper	Pauvre	Poor.
Brevis	Bref	Brief.
Serviens	Sergent	Sergeant.
Acutus	Aigu	Ague.
Pacare	Payer	Pay.
Quadratum	Quarrié	Square.
Ratio	Raison	Reason.

Note 1, that where Latin words have reached us through the French, the initial consonant is rarely altered, except that in the older words ç before *a* becomes ch, as in *chaïr*, *chien*, *chef*, *cheval*, from *caro*, *canis*, *caput*, *caballus*; 2, that the tendency of French is to shorten words by *apocope*, (the cutting off the last letter or syllable of a word) and *contraction*, as in *fil*, *people*, *soeur*, *père* from *filum*, *populus*, *soror*, *pater*; 3, that many French words when adopted retained the Latin *s* which they have now lost, as *prestre* (old French) now written *prêtre*, English *priest*. Moreover, the Latin words mostly referring to matters of church or religion, which have reached us through the *Anglo-Saxon* or better *English*, deviate for obvious reasons farther from the original Latin, than the same Latin words brought to us through the French at a later period.

We take the following examples from Professor Hadley's "Brief History of the English Language," prefixed to the latest edition of Webster's Dictionary:

LATIN.	ANGLO-SAXON.	ENGLISH.
Diabolus	Deôfol	Devil.
Presbyter	Preôst	Priest.
Clericus	Cleric	Clerk.
Pondo	Pund	Pound.
Monasterium	Mynster	Minister.
Monasterium	Monastēre (Fr)	Monastery.
Moneta	Mynet	Mint.
Moneta	Monnaie (Fr)	Money.

TEXT-BOOKS IN UNITED STATES HISTORY.

BY PROF. ALLEN, STATE UNIVERSITY.

There are three objects to be aimed at in historical instruction: first, to give a clear and accurate outline of events, so that the pupil shall have a good knowledge of periods in history and of the relation of events to each other, whether as following one another or contemporary; second, to present a distinct a vivid picture of the times, persons and events in question, so that the pupil shall seem to see them as a contemporary would; third, to point out the relation of cause and effect, so that he shall understand the relations of the acts, institutions and characters which he reads about.

All of these are necessary, but in different degrees at different stages of education. A child wants nothing but the picture. His mind should be stored with anecdotes and descriptions—it matters little whether the pictures are combined into a connected whole, so each single picture is vivid and distinct. The man, on the other hand,

requires the philosophy, and concerns himself less with names and dates or with romance and adventure. Still, none of them can be entirely separated from each other. The child will naturally and involuntrily get some notion of the succession of events; the mature student will find his philosophy vague and unedifying if it is not built upon a precise framework of chronology, and illustrated by distinct impressions of men and society.

The time for acquiring the groundwork of history in a course of school instruction, would appear to be, for most scholars, about the age of fourteen—at least for the history of one's own country. The more stories the boy has read before this, familiarizing his mind with the great names and leading events of history, the easier the task. And if this preliminary work had always been done, it might be enough, for school purposes, to confine the attention to the outline of events, so as to arrange and systematize the knowledge already acquired. Most pupils, however, have not done this; the problem, therefore, is to find the best method of giving the outline and the picture *in combination.* The third object, that of the philosophy of history, should come in only incidentally at this stage, that is, only so far as the succession of events explains their causes.

Now it is clear that a well selected and arranged succession of pictures (*word pictures*, that is) will in itself be a chronology and contain an outline. For example, if I wanted to give a boy a good idea of the succession of events in modern Europe, beginning with the year 1500, it seems to me I could not do better than to tell him about this series of great men: Luther, William the Silent, Gustavus Adolphus, Cromwell, Louis XIV., Peter the Great, Frederick the Great and Napoleon. I do not mean that an hour spent upon each of these names would be a sufficient instruction in modern history, but even this would be better than the confused array of names and dates contained in most of our school-books. What I mean is that I would make the basis of instruction to consist in the careful study of these men and a few others, joining these several pictures by just enough of a thread of connection to give unity to the whole. Writers and teachers of history ought to bear in mind that it is not the number of isolated facts that is of importance, but *the distinctness of the outline, the vividness of the picture* and *the individuality of the men.*

Of course the application of the rule would vary in reference to different countries. The student ought to have a much more detailed knowledge of the history of his own country than of any other, and the American boy needs to know more about England for instance than about Spain. I will, therefore, consider at another time, the special qualities that are needed for a School History of the United States.

TIME'S STAIRWAY.

BY JENNIE E. LITTLE.

Sitting here by my window to-day,
  Looking back, through the mist of years,
Thinking of childhood's by-gone days,
  And the castle which fancy rears,

I recall some thoughts I used to have;
  Among others so odd and queer,
Was the way we reached the better land
  When our journey was over here.

I used to think that a ladder tall
  Reached from the earth to the sky,
And, in God's good time, He'd let us climb
  That stair-case, so broad and high.

And, now that time has drifted on,
  And my thoughts have a wider range,
Still, in a measure, that fancy wild,
  I never yet wished to change.

I think that the stair-case, so broad and tall,
  That the ladder, so high, is "Time,"
That our duties, on earth, we have to do
  Are the rounds, we each have to climb.

And on this grand old stair-case,
  Ne'er worn by mortal feet,
Grasping their stern life-duties,
  Earth's thronging myriads meet.

But look! some quickly pass us,
  And, passing eager on,
They only smile, and wave "good-by,"
  Their earthly climbing done.

I, too, am climbing the stairway,
  But, looking up, I see
Just at the top of the stair-case,
  That *one* has preceded me.

And I know that our band is broken,
  That my brother's climbing is o'er,
And that he stands waiting to greet me
  When I gain Heaven's shining shore.

EVANSVILLE, April, 11871.

THE renowned savan, Thomas Huxley, now 46, was a poor boy; studied medicine at the Charing Hospital, London; and at 20, had no higher ambition than to be an army or naval surgeon. His first approach to established reputation was only fifteen years ago.

ALLIGATION MEDIAL.

C. W. DAMON, WAUWATOSA.

I would like to ask, for information, through the JOURNAL, in regard to a solution of the question under this head by L. Campbell, in No. 3. If I understand the rule deduced from his analysis, it cannot be applied to problems, except the price per pound of the required mixture be one less than the price per pound of one of the ingredients. For example: Question. How much sugar at 8, 10, 14 and 18 cents per pound must be taken to form a mixture worth 12 cents per pound? If one pound of each is taken, the sum of the prices of the ingredients will be more than the price of the mixture at 12 cents. How can this be solved by the given rule? Again: In the question proposed in No. 3 of the JOURNAL, it is required to take a greater number of pounds than one, of the ingredient worth 8 cents per pound—can the number be ascertained by the deduction of L. Campbell?

ALLIGATION CONTINUED.

BY L. CAMPBELL.

If the value of a compound, formed by taking one of each ingredient, be greater than the value of the same quantity of the required mixture, we must then take a greater amount of one ingredient whose value is less than the mean value of the mixture required.

EXAMPLE—How much sugar at 8, 10, 14 and 18 cts. per pound, must be taken to form a mixture worth 12 cts. per pound?

By taking one pound of each we have a mixture of 4 pounds, worth 50 cts. This is greater than the value of the same number of pounds of the mixture required; for, 4 pounds at 12 cts. per pound are worth only 48 cts. Hence we must take a greater amount at 8 or 10 cts., since, increasing the quantity at 8 or 10 cts. diminishes the value per pound of the mixture (8 and 10 being each less than 12). To the number of pounds first taken we must add $(50-48)\div(12-8)=\frac{1}{2}$ ℔. at 8 cts. Or, $(50-48)\div(12-10)=1$ ℔. at 10 cts. Hence we have the answers: 1 ℔. of each at 10, 14 and 18 cts., and $1+\frac{1}{2}=1\frac{1}{2}$ ℔. at 8 cts. Or, 1 ℔. of each at 8, 14 and 18 cts., and $1+1=2$ ℔s. at 10 cts.

All questions similar to the above may be solved by Algebra as follows: Take one pound of each at 10, 14 and 18 cts., and let x=the number of pounds to be taken at 8 cts.; then, $x+3$=number of pounds of mixture, and we have the equation, $8x+10+14+18=12(x+3)$, from which we readily find $x=1\frac{1}{2}$.

In like manner another solution can be given by placing $x=$ number of pounds required at 10 cts., in which case we have the equation, $10x+8+14+18=12(x+3)$, which gives $x=2$. Thirdly, a solution may be obtained by placing $x=$number of pounds to be taken at 14 cts.; and fourthly, by placing $x=$the quantity required at 18 cts.

To solve the question generally, suppose we have n ingredients whose values are represented by a, b, c, d, &c, from which we wish to form a mixture whose mean value$=m$.

Assume $s=a+b+c+d+$, &c., and let $x+1=$quantity of the first to be taken.

Then $a(x+1)+s-a=m(x+n)$.

From this equation we find $x=\frac{mn-s}{a-m}$.

When $a=m$, the value of x becomes infinite. This shows that if we do not obtain the required mixture by taking one of each ingredient, it cannot be obtained by the addition of any finite quantity of an ingredient whose value is just equal to the mean value of the mixture required. Hence in the above formula, which expresses the value of x, a must be greater or less than m.

TEXT AND CONTEXT.

BY S. S. ROCKWOOD.

I have had occasion to remark in a public lecture that "the teacher who teaches only what is in the text-book, and has no considerable fund of knowledge outside of, and independent of it, upon which he can draw at pleasure, is only enjoying half the privileges of his profession and is ignoring the same share of its duties," which seems to me a truth worth illustrating and simplifying in the columns of the JOURNAL. The author fornishes the *text*, and the teacher must supply the *context*. In every good text-book there is hardly less *between* the lines than *in* them, and the teacher should know and teach both.

Let us take for example, the subject of *taxes*, in arithmetic. Authors vary, but here is the digest of a *text* of one; a definition of—a tax, a poll tax, real estate, personal property, assessors—an illustrated example from which is deduced a rule for apportioning taxes, and examples. So much for the *text;* now let us see what is the legitimate *context*. First; the different systems of taxation, one under the authority of the State and the other of the United States; one a *direct* tax and the other an *excise*, and then a sufficient discussion of the subdivisions of each to give the pupil a clear understanding of the character of both systems, in which discussion the common and tech-

nical meanings of *tax* and *poll* should be noticed. Second; an amplification of the definitions of real estate and personal property; "houses, lands, &c."—"money, stocks, cattle, ships, &c."—what does &c. refer to? Put it into the educational wine-press and force out of it such examples and illustrations as will reach the everyday needs and purposes of the class. Third; the different assessors and by what process they acquire that authority, over what districts it extends, who collect the taxes they assess and by what authority.

It must be obvious what benefits are derived from such an enlargement of the *text*, from such a use of the *context*, and the whole subject of per centarge is peculiarly adapted to this kind of teaching. *Ab uno omnes discras*, for the entire field of instruction is open for the application of this idea or some modification of it that will readily suggest itself to a genuine teacher.

Aimless Education.—Here is a rich man's son who has been educated at great expense and pains, and has come out a gentleman. He has studied not with a view of fitting himself for any avocation in life, but with the view of being a gentleman. He reads not for the sake of knowing anything, but for the sake of being a gentleman. Soon his father breaks down; and he, when he is about twenty five years old, finds himself a poor man's son, and dependent on his own exertions, and he says to himself: "What shall I do for a living?" He asks his feet, and his feet say, "I do not know." He asks his hands, and they say, "I do not know." He asks his head, and it says, "I never learnt anything about how to get a living." There is but one man who can befriend this poor wretch, and that is the sexton. Could anything be more pitiable than such histories? And yet they are happening daily.

Hints to School Teachers.—Be thoroughly master of yourself. Never attempt any system of teaching, with which you are not familiar yourself, and are sure of its adaptation to the school you have in charge. Have a clear and well defined idea of what you want your school to be.

Have as few fixed rules for government of your school, as are absolutely essential for good order, and be sure they are fully observed.

Be firm in your discipline, but never tyrannical. Never attempt to ferret out any mischief unless you are sure of success. Better let a wrong action go unpunished, than fail to detect the offender.

Principals should not consider themselves infallible, but heed such suggestions from assistants as, if followed, will promote the interests of the school. Assistants should be encouraged by giving them credit for all they deserve.

TO PARENTS AND THOSE INTERESTED IN COMMON SCHOOL EDUCATION.

I desire to address you upon several important points connected with the cause of education, and more especially with school discipline and the necessary requisites for the successful conduct of a district school. The one great obstacle in the path of a school teacher, and which is a serious hinderance to the successful advancement of the scholar, is the much to be regretted fact that parents too generally neglect visiting the school; and the teacher, to whom they have confided the care of their children, is left to consult his own judgment as to the mode of mental and moral discipline; whereas, could the parent pay a brief visit to the school several times during the term, he could assist the teacher very much in prescribing the mode and manner of mental discipline and moral culture; for certainly no teacher can so well understand the peculiarities or characteristics of the child as the parent who has been with that scholar from infancy. If a farmer should lease a piece of land with the understanding that he should have a share of the crop that was raised, he would be very likely to select an individual who would do his work in a proper manner; and, not only this, he would visit the tenant from time to time to ascertain if he were doing the work according to contract. If he found him sowing thistles where he agreed to sow wheat, he would at once discharge him; or, should the tenant insist upon sowing seed of various kinds with the good grain, fault would at once be found with the laborer or damages claimed for such an exhibition of stupidity or ignorance. Now, I am satisfied that there are many farmers who are very particular about everything pertaining to the advancement of their material wealth, who, perhaps, will rarely or never enter a schoolroom to look after the interests of their children. How do they know but weeds and thistles are being sown instead of the better grain? All is left to the teacher, and parents do not seem to know whether the teacher is experienced or whether he possesses the mental and moral capacity for imbuing the young mind with correct principles and correct educational ideas. Parents! visit the school. Encourage both teacher and scholar by making frequent visits, that you may thus aid the teacher with your suggestions, and give new zeal and vigor to your child, who will thus feel encouraged to press on in the good work of securing a good education, which is so essential in developing true manhood and true womanhood.

Another great hinderance to the successful advancement of the scholar is the repeated absence from the schoolroom. Nothing is more annoying to an ambitious and energetic teacher than to find his scholars kept

at home from time to time. The laborer who should leave his employer's field or shop whenever it suited his convenience, would very soon be discharged; and the school teacher who should conduct a school in his own way, teaching three days in the week and then absenting himself for two or three days, would soon find an end to his usefulness as a teacher. The teacher is similarly annoyed by the absence of his pupils. It breaks the chain of study, encroaches upon the discipline of the schoolroom, and retards the progress of the scholar; therefore, parents should insist upon punctuality in attendance, and in no case, except it be sickness or death, permit their children to remain at home during school hours.

May you visit us often. May your children be reared in virtue, and with minds enlarged by wholesome discipline, go forth into the world as good citizens prepared to do their whole duty. May peace, plenty and happiness crown your efforts in the right, and life prove a blessing to both parent and scholar.—*Madison J. Burk, in Jackson Co. Banner.*

TIMELY THOUGHTS ON EDUCATION.

"The theory of popular education, as an essential element of free government, is by general consent admitted. The chief points of virtue and importance, in any practical discussion of the subject pertain to the kind of education required, the best methods for its attainment and some of the hindrances that lie in the way of that attainment."

"The real difficulty is to inspire the people with a practical purpose of promoting the cause of such education. The real question at issue is not, ought the present generation to be educated? but shall it be educated? not shall the next generation be educated? but shall this? not shall the true idea of popular education be gradually worked into the American thought and purpose? but shall it at once be accepted and reduced to practice?

"There are serious hinderances and difficulties that lie in the way of its practical adoption. Shall these hinderances and difficulties be properly recognized and canvassed, and the necessary means adopted to remove or overcome them? These are the questions now in order before the American people."—*Senator Wilson.*

The Superintendent of Public Schools in Cincinnati says: "Unless the people can be educated into a spirit that will induce them to make some sacrifices to keep their children in the public schools, compulsory education in some form least objectionable to the spirit of our free institutions must be resorted to. The highest good of the State demands that every one of its citizens should be trained to discharge aright the duties and responsibilities of his citizenship. To deny the right of the State to enforce this demand, is to deny the right to educate at all."

Official Department.

LAWS AFFECTING TEACHERS.

Chapter XIV of the General Laws of the last session, which requires that from and after September 1, instruction shall be given in the public schools in the constitution of the United States and that of this State, and that teachers shall be examined therein, was published in the March number; also the law (Chapter XVIII) providing for Normal Institutes. In addition to these, some others affecting the rights or duties of teachers, or otherwise interesting them, are given below.

Chapter CI.

AN ACT to amend sections 43 and 102 of chapter 155 of the General Laws of 1863, entitled "an act to codify the laws of this State relating to common schools."

The people of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

Section 1. Section 43 of chapter 155 of the general laws of 1863 is hereby amended, by adding to the first clause of said section the following words: "And it shall be the duty of the district clerk to classify those children who from defect of vision or of hearing or of intellect, (under the heads of blind, deaf and dumb and idiotic), are incapacitated for instruction in the common schools, and report the same to the State Superintendent, who shall publish the same in his annual report."

Section 2. Section 102 of chapter 155 of the general laws of 1863 is hereby amended by inserting after the word "geography," in the fourth line, the words, "and constitution of the United States and the State of Wisconsin."

Section 3. This act shall take effect and be in force from and after its passage and publication.

Chapter CLXIV.

AN ACT to supply school officers with the "Journal of Education."

The people of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

Section 1. Each school district clerk is hereby authorized to subscribe annually for one copy of the "Wisconsin Journal of Education," the subscription price and postage to be paid by the district, and to be included in any of the taxes levied by the district at an annual or special meeting, as may be convenient. Each town clerk, or if the town shall have adopted the town system of school government, then the secretary of the town board of directors, is authorized to subscribe for one copy, the expense of which and postage shall be paid by the town, and included in the town taxes for school purposes.

Section 2. This act shall take effect and be in force from and after its passage and publication.

Chapter CLXVIII.

AN ACT to regulate the estimation of time in the settlement of school district boards with teachers.

The people of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

Section 1. Hereafter in all settlements for wages between teachers and school boards or other employers of teachers in the public schools, on all contracts that may be entered into subsequent to the passage of this act, twenty-two days shall be understood as constituting a school month, unless it be otherwise specified in the contract: *provided*, that in all such settlements, on the basis of twenty-two days to a month, all legal holidays occurring on regular school days shall be counted and included, although no school be taught: and *provided, further*, that teaching on Saturdays shall not be counted or included.

Section 2. In the apportionment of school moneys in the year 1871, and annually thereafter, one hundred and ten days shall be understood to constitute the five months required by section fifty-nine of the general school law for all cities, towns and school districts in which the schools have been taught on the basis of twenty-two days for a month, as provided in the first section of this act.

Section 3. Hereafter, in the preparation of blanks for school reports, the State Superintendent shall make such changes as are rendered necessary by the provisions of this act.

Section 4. This act shall take effect and be in force from and after its passage and publication. [Published April 1.]

CHAPTER CLXIX.

AN ACT to amend chapter 155 of the general laws of 1863, entitled an act to codify the laws of this state, relating to common schools.

The people of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

SECTION 1. Section forty-two of said chapter 155 is hereby amended so as to read as follows: "Section 42. The clerk shall contract with and hire duly qualified teachers for and in the name the district, which contract shall be in writing, and shall have the consent of the director or treasurer, or both, endorsed thereon, and shall specify the wages per week, month or year, as agreed upon by the parties, and said contract so completed, shall be filed in the office of the district clerk, *with a copy* of the certificate of the teacher so employed *attached thereto*, and a copy of such contract shall be furnished by the clerk to the teacher," etc.

SECTION 2. Sub-section second of section 43 of said chapter 155 is hereby amended by adding thereto the following words: "Also the number of children attending school during any part of the year, between the ages of four and seven, seven and fifteen, and fifteen and twenty respectively; and to this end he shall require and instruct teachers to enter the ages of all children attending school in the register; he shall also ascertain and report the whole number of children between the several ages named residing in the district on the last day of August previous to making such report."

* * * * * *

SECTION 7. Section 103 of said chapter 155 shall be amended so as to read as follows: "Section 103. Every applicant for a certificate of the second grade, shall be examined in all the branches required for a certificate of the third grade, and in addition thereto, in grammatical analysis, physiology, physical geography and elementary algebra, and if found qualified, shall entitle the holder to teach in any town in the county in which he is examined, and which shall be in force one year from the date thereof."

All the laws of the last session affecting schools have been printed in pamphlet form, for distribution to school officers. Any teacher will be furnished with a copy on application.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

MISCELLANEOUS.

Q. When a school house has been lawfully condemned, and the district refuses or neglects to build another, what is the remedy?

A. The district board are liable to a penalty (section 19, sub-section *sixth*), if they do not raise means for a school, in case the district neglects it. But as it would not be of much use to raise a tax for a school without a school house, the most direct way of reaching the neglect is for the supervisors to give notice that they propose to disorganize the district by attaching it to other districts; which it would be proper for them to do, in case any district becomes so feeble or negligent as to maintain no school house and school. If assurance is given that a school house will be built, in a reasonable time, the supervisors can of course forego the purpose of extinguishing the district.

Q. When the formation of a new town divides the territory of a district, does it make two districts of it?

A. It simply makes it a joint-district, under two boards of supervisors instead of one.

Q. When a village is organized in a town, what is the effect upon districts lying wholly or partly in the village?

A. This depends upon the charter granted to the village. Unless the charter confers some powers upon the village in regard to school matters, the schools remain just as they were, under their former school boards, and the districts are unaltered.

Q. When a district board adopts a list of text-books, but fails to file a list of the books with the district clerk, and to post it up in the school house, is the act null and void for want of said filing and posting?

A. It cannot be so regarded. The filing and posting up is for record and information. For the board to try to take advantage of their own neglect of these requirements, would be a way of doing a thing and still not doing it, that is not to be commended, and would be an evasion of the law.

POWERS OF A DISTRICT BOARD.

Q. Can a district board enforce fines on the pupils for breaking rules, injuring property, etc.?

A. The law confers no such power on a board. They can make rules, under section 25, and expel pupils for persistent disobedience. Further than this they cannot go. Damages can be collected for injury to property, but not in the form of a fine imposed by the board.

Q. Is it lawful to let out the "job" of teaching a school to the lowest bidder, the person taking the job finding and paying his own assistants, if any are needed?

A. It will not do to consider everything lawful which the laws do not explicitly forbid. The school law evidently contemplates an ordinary contract with each teacher employed, and not the setting the school up at auction.

THERE is infinitely more philosophy used in physical than in mental instruction. No one would ever think of training a child physically otherwise than by drawing out his strength. The mind is no more, no less, than a higher part of physical life, blessed be GOD with immortality. Why should the method of its culture vary essentially? To think for a child, and give him the result, will not form and strengthen his mind. To attempt to burden it with facts will only lacerate, and in the end stiffen, the structure.—*National S. S. Teacher.*

DINTER, the Prussian school-councillor, once said: "I promised that I would look upon every Prussian peasant as a being who could complain of me before God, if I did not provide for him the best education, as a man and as a Christian, which it was possible for me to provide."

Editorial Miscellany.

A HIGHER GRADE OF NORMAL SCHOOL NEEDED.

Our Normal Schools are doing a good work, which may be described roughly as follows: First, they supply a drill and stimulus, and give some idea of good methods to a large number of pupils who attend for a brief period, without being able to go through even the shorter course of study. Second, they retain and instruct, for a longer period, a smaller class, many of whom finish the lower course. Third, they graduate a few who finish the whole course. By degrees the first class will diminish and the second and third grow larger, and in the course of time, perhaps, the majority who enter the schools will go as far as they are prepared to carry them. This day, however, is distant; and when it comes, the work done by the existing grade of Normal Schools will still be inadequate to educational wants. If professional training is needed for those who are to fill subordinate places in our schools, not less so for the higher ones; and for this there is at present no adequate provision.

The work done by existing Normal Schools is mostly academical. The pupils must be educated as scholars while being trained as teachers, and the former part of the work absorbs, necessarily, the larger share of the time and labor expended on them.

What is next needed, then, besides the series of schools in operation and in contemplation, is one of a higher grade, which should be a department of the University. Here should be taught the science of education, in its truest and broadest sense; a work, so far as we know, not as yet attempted. Both the University and Normal funds should contribute in establishing and sustaining this department. For this and other reasons, one board should take the place of the two existing ones, when the proper time comes.

At present nothing more need be done than to create the chair of didactics, and then find—no easy task—the man to fill it. Ultimately this department should have a corps of professors like a department of law or medicine. Is it less a task to know and care for the mind, than it is to comprehend and cure the body, or to investigate the "rights of persons and things?"

PERSONAL.

Rockwood.—Through an error of the types the name of our friend, Prof. S. S. Rockwood, of Milton College, was mis-spelled in our last number. We beg the Professor's pardon. A friend who heard his lecture upon "Literary Culture not in Text Books," before the Teachers Association, at Oconomowoc, pronounced it a very superior production, delivered in fine style and with marked effect.

Burton.—The Walworth County *Independent* says: "We made a flying visit to Geneva just before the close of Mr. Burton's school, and were highly pleased with the exercises, both the evening entertainment and the examinations, which were conducted by Mr. Burton and Mrs. McIntyre, his able assistant. Mr. Burton is, we think, the right man in the right place, a natural teacher, and in every sense 'a man with his heart in his hand.' He has promised to devote the best years of his life to teaching; but we predict that ere long he will need 'a bigger pond to swim in.'"

"The people of Geneva are fortunate in securing the services of Mr. Burton and his excellent corps of assistants. In short, they have a 'model school,' and should encourage by their presence these periodical examinations and general exercises."

We shall publish in our next number a part of Mr. Burton's excellent essay on "Revolution," recently read before the Walworth County Teachers Association, at Elkhorn.

WOMEN IN EDUCATIONAL POSITIONS.

The Delavan *Republican* gives below a brief synopsis of a very interesting discussion on the propriety and importance of women voting at school meetings and holding positions on school boards, at the Union Teachers' meeting, held at Elkhorn, March 18th.

The bill introduced in the last Legislature, empowering women so to vote and hold office, did not become a law. It received, however, a heavy vote. We hope the Legislature next year will do itself the honor, and women and our educational interests the justice, to enact such a law.

As will be seen in another place, Governor Fairchild has appointed Mrs. William P. Lynde, of Milwaukee, one of the members of the State Board of Charities. The Governor has made no more creditable appointment than this. It is not only a recognition of the eminent qualities of Mrs. Lynde, but an acknowledgment of the claims of woman to fill this and kindred positions. This State Board of Charities has the general oversight of institutions containing men and women, boys and girls. It is woman's right and duty to share with men the labor and responsibility of looking after their welfare. We wish the Governor had appointed two women instead of one. He doubtless would have done so had the board been composed of a larger number. He can comfort himself, however, with the thought expressed by the learned Dr. Clarke, who was as full of common sense as he was of learning, and who knew whereof he spoke, "that in all good enterprises one woman is equal to seven men." Adopting the Doctor's arithmetic, without any disrespect to the distinguished male members of the board, we must consider Mrs. Lynde in the majority.

We subjoin the *Republican's* synopsis:

The discussion on the expediency of women voting at school meetings and holding positions on school boards was the most important discussion of the day, and was entered into with considerable spirit by Messrs Burton, Mayhew, West, Hand, Superintendent Montague and General Fallows. The chief points adduced in favor of the proposition were that according to the American idea, virtue and ability ought to be recognized wherever found; women have the greater interest in the education of their children, and are better qualified to do them justice; it is not rough business, but the very finest. Mr. Montague saw many things in schools that he was sure would be righted if there was but one lady on the board, and noted the improvement in cleanliness, morals, etc., of our schools sure to follow when women shall be endowed with authority in the management of schools. Mr. Fallows agreed with the County Superintendent, and said he had watched how things were shaping in foreign countries in reference to educational matters, and when he saw women in England chosen to responsible positions over the most eminent scholars of that kingdom, if not of the world, thought it was time for young and vigorous America to awake to its best interests in this matter, and not be behind the slow moving monarchies of Europe. The opposition held that to allow women to vote in school meetings would be the introduction to universal female suffrage; that there is a radical difference in the male and female; women did not desire it; it would lay increased burdens on her shoulders, and she had too many already; that the more women mix in public affairs the more men lose their natural respect and regard for her personal influence. The meeting by vote decided almost unanimously in the affirmative.

We copy the following from a lately published sermon of a Milwaukee divine, and commend it to the thoughtful consideration of all teachers, for it contains the quint-essence of the highest art in teaching:

"Man is nothing but a question. Put in the language of punctuation, he is nothing but an interrogation point, while all else beside him, is corresponding answer. * * * It is a great thing to know how to ask questions. Half the progress of all pupilage is by the skill of questioning, and the best teachers are always those who do not give the answers before they are asked for, but *they who give the pupil a questioning impulse*, waking up his mind. Then he is on the scent of the game, and he will surely have it. The teacher who gives the answer without putting the pupil on the stretch of inquisitive endeavor, damages him. Now, the business of the preacher, as well as the teacher in the school, is to *provoke inquiry;* to set the whole nature in a searching mood, directing it in proper channels. A great many times an answer will be on the laggard lip of the question, as an answer to a prayer comes sometimes before the prayer is finished. *The teacher of any kind* who will put men upon a search for truth themselves, leads to eternal life. The teacher who attempts to answer questions before they are asked, becomes the grave-digger of man."

THE INSTITUTES.

DEAR JOURNAL:—Being somewhat acquainted with Mr. GRAHAM, normal agent—having eaten with him, slept with him, and knowing something of his temper—I applied to him to allow me to accompany him in his "grand rounds" of spring institute work, so that if called to other fields of labor I might be posted. I have received his assent provided I will say nothing special of him personally. I propose to give your readers, in an easy style, sketches of such work as may strike my fancy, you of course reserving the right to decide upon their merits. As the physician was called to decide whether strychnine, administered to dogs, would affect sausages—the inquirer asserting that if the strychnine affected the "human, after eating them, why then he went in agin sassengers"—so if not all correct, use scissors, or consign the whole valuable document to that appropriate place for such miscellany—your waste basket.

TREMPEALEAU COUNTY.

February 28.—The ball opened right lively at Galesville—headed by our worthy friend, Amos Whiting; seconded by Prof. Gilliland and his worthy assistant, Miss English, and backed up with some sixty *go-ahaed* teachers. A slight winter occurred during the session, which dampened our feet somewhat, but not a whit of the ardor of the Institute. Four days went by like the whir of a comet—leaving us only sure that we wished it were four weeks. The evening discussions were pointed and practical. Thursday evening General Fallows was on the ground with one of his free and easy lectures, making us all feel at home with him. This point is the General's old home, where he taught, loved and won. No wonder then, that he was in his best vein, and we went away feeling "we was so glad we was here to-night." The people of Galesville all have our best remembrances, especially Mr. and Mrs. Johnson, who have an individual whole of our personal thanks.

PORTAGE COUNTY.

AMHERST, March 14.—By rail to Appleton, and by stage *via* Waupaca to Amherst—traveling awful—company fine—driver accommodating—night long—rainstorm exceedingly moist.

Notwithstanding the weather Superintendent Felch had some seventy teachers answering to "roll-call," and among others those earnest, faithful ones from Stevens Point and Plover, who are neither sugar nor salt, as they arrived literally drenched. These teachers enter upon their duties with alacrity and zeal, owing in a great measure to the untiring labors of John Megran, Jr., deceased, former Superintendent, as well as to the earnestness of Superintendent Felch. Miss Agnew, a teacher from the Point, had here an enlarged experience, which was neither agreeable nor profitable, viz: the mumps, and had to return home. We staid a week with this class, sadly bidding them adieu on Saturday afternoon, only wishing it possible to carry such zeal with us. The Normal class here are to continue their labors for four weeks, under Professor Hascall and Superintendent Felch.

WAUSHARA COUNTY.

AURORAVILLE, March 21.—From Amherst *via* Waupaca to Auroraville by stage, *alias* an old lumber wagon, without cover. But with what other discomforts we had, there was one consolation: that the miles were given full measure, not one jot or tittle abated. The last three miles required fully one and one-half hours, which, with three on a seat, gave us unlooked for comfort and pleasure. However, we had a good Buckeye friend, who regaled us with his rich experiences and *accurate* accounts of his travels in the west. Seventeen times had he visited Illinois; had measured the site of the new state house at Springfield, on a Sunday, making it nearly square—dimensions 321 good length paces—costing several hundred millions of dollars. A smile of incredulity passing over our phiz, he agreed to "take off 100 paces, and not another one." We only mention this as one of a large class

of persons who, though not intentionally telling falsehoods, are yet essentially false or inaccurate in all their statements. Our Springfield friends will hardly thank our Buckeye brother for such exaggerations, especially now, during the Peoria excitement.

At Auroraville we found Superintendent Chipman hard at work with a Normal class of seventy-five, assembled for seven weeks. Here was no idle frittering away of time, but a determined effort to prepare for the responsibilities of the teacher's work, on the part of both Superintendent and class. On Tuesday evening Superintendent Fallows addressed a large and intelligent audience, on the subject of education. The approval of the audience was demonstrated by frequent applause.

The next morning we tucked up the General for a thirty-mile ride over our "love" of a road to Amherst, where he is to lecture on Wednesday. He is also booked for Stevens Point, Thursday. Success to him in his arduous labors. By the way, the next time we go to Amherst it will be by rail, from Menasha. The railway is located, and work begun.

Superintendent Chipman kindly brought us on our way to Berlin. Long may he be spared to Waushara teachers. Paid a flying visit to Mr. and Mrs. Holmes, the efficient teachers of the Berlin High School. Were sorry not to have an opportunity of hearing the "Normal Class" of Mrs. Holmes. Would not our "Board" do well to visit Berlin, and see work done there, before filling all the posts at Oshkosh?

FOND DU LAC COUNTY.

FOND DU LAC, March 28.—Found here the monster gathering of the State—250 teachers in council—assembled at the call of Superintendent Lyon. It would be well, dear JOURNAL, for Mr. Lyon to furnish you his patent for getting out his teachers. I advise other superintendents to procure it if possible. He is so impassive—seeming to be oblivious of surroundings—yet being so completely master of the situation, and having his teachers so thoroughly at command, that *some* have thought that he did nothing.

At this Institute no point could be raised that was not full of interest and profit. Questions of Theory and Practice and the Philosophy of Teaching occupied a large share of time. Tuesday evening, General Fallows addressed not less than 500 people, in Opera Hall. He rose to the full appreciation of his sublime theme—"American Education"—viewing it in all its bearings, and entrancing his audience with his powerful logic, relieving his address from dullness by lively illustrations. His visit to Fond du Lac will long be remembered with pleasure.

Wednesday and Thursday evenings were devoted to discussions, before crowded houses. Wednesday evening, "Compulsory Attendance;" Thursday evening, "Universal Suffrage." These debates were conducted by members of the Institute, and were replete with good sense, sound logic and true eloquence. Especially may we refer to Mr. McKenna's address and argument of the first evening, which was very fine indeed. Messrs. Bowe and Moran made fine points in favor of Compulsory Attendance, in that had they been compelled to attend school, they would have been able to argue the affirmative of the question; as it was, they were not. If non-compulsion makes such thinkers as Bowe and Moran, we may well afford to "let well enough alone."

Next week Mr. Lyon holds an Institute at Ripon, where he has provided "Holmes" for all who attend, a provision he unfortunately failed to make at Fond du Lac. Altogether, Mr. Lyon's Institute at Fond du Lac was a complete success.

ADAMS COUNTY.

FRIENDSHIP, April 4.—After untold experiences of sunshine and sand, we arrived at the large and beautiful city of Friendship, in which is a court house, two stores and sundry other edifices, both commodious and elegant, not forgetting the American Hotel, where we received food and lodging, with extras included. The Institute opened with about fifty

members. Woman here had her rights, the schoolma'ms embracing the entire number, with one exception. This undoubtedly rendered the Institute most decidly practical and thoroughly useful.

General Fallows was here Thursday evening. Subject, "Qualifications of the Teacher." It is fortunate that the General is widely known as a strict temperance man, as no one can listen to his lectures without *imbibing* to a large degree the *spirit* which he carries.

Superintendent Freeman is a thorough practical educator, of sound mind and body, and has done a good work for Adams county. Miss Torrey, one of his "top shelf" teachers, has rendered valuable service. Also I find traces of Major Cheney's valuable "Constitution." I trust the good people of Adams county will look to their interest sufficiently, and see that Mr. Freeman is retained as Superintendent. He is just the man for the place. He has vertebræ—an important requisite for a county superintendent, and one which, unfortunately, some lack.

Dr. Harrison gave a brilliant entertainment, consisting of vocal and instrumental music. Little Russel Harrison astonished us all by his performance on the violin and bugle. The singing was delightful. All were pleased.

Superintendent Freeman stole the march on Father Huntington, in securing some eighteen subscribers, with *cash in hand.* More anon. *

Town System.—We were informed, just on the eve of printing the last pages of the April number, that the bill making the town system obligatory for two years, if adopted, and authorizing a compensation of the secretary of the board, had been agreed to; but it seems the bill was not reached for final action, in the senate.

The Query Box is omitted this month, but will be resumed and opened next month. In the mean time we would suggest that it is not full of either questions or answers.

Educational Intelligence.

WISCONSIN.

Dodge County.—Beaver Dam is to have a new High School building. The contract has been awarded for $6,937. Prof. N. G. Harvey, one of the most devoted and successful teachers in the State or country, is the principal.

Grant County.—The *Grant County Herald* says: "The winter term of the Lancaster public schools closed on Friday last, after a session of twelve weeks. This term just closed has been the most largely attended and in many respects the most successful since the organization of the graded school by Prof. McGregor."

Platteville.—A correspondent of the Grant County *Herald* speaks in high terms of the examinations and literary exercises at the close of the Winter term of the Normal School. The writer while characterizing the exercises as uniformly good, makes this appropriate suggestion, which we commend to advanced pupils everywhere:

"I hope another time to record fewer recitations and declamations and more orations. The student who recites his own, or her own, composition, derives twice the benefit from the exercise that one receives from a mere repetition of another's production. Nor is the benefit derived from such exercises as these fully appreciated. I have heard many graduates testify that the drill received in preparation for such exercises, and that of their literary societies is of more value in life's work than the labor performed in and for the class room."

GREEN LAKE COUNTY.—Mrs. Holmes' Normal Class is unusually large this term. Here are about twenty young ladies, being fitted specially for work in the school room, by daily discussion, by study, by observation, and by the practical application of the theories imbibed, in teaching classes from the primary and intermediate departments. Most of this class will be candidates for teachers the coming summer, and we would say to district officers: Here are some bright and promising young ladies, whose success is almost certain. You are pretty sure of a good teacher if you secure one of them. And we are not alone in this opinion. We asked Superintendent Shaw, of Winnebago county, the other day, what he thought of the normal work done in Berlin, and he replied that he regarded it highly. He said some of the best teachers in his county had been trained here.—*Berlin Courant.*

Rev. W. G. M. Stone has been elected City Superintendent of Schools in Berlin.

FOND DU LAC COUNTY.—RIPON.—The First Ward School opened again on Monday, the 20th. Prof. G. W. Francis has resumed the principalship, to the delight of both scholars and patrons. Misses Lathrop and Simpson remain in charge of the intermediate and primary departments. The Second Ward School, Prof. O'Connor, principal, will have a long vacation, as the school building is to undergo extensive repairs, by the addition of a wing and a general overhauling in its interior arrangements. The materials are mostly on the ground, and the workmen are already engaged in the preparation of the inside work. The contemplated improvements will add greatly to the security and convenience of the building, but a new building altogether would be better in the long run.—*Fond du Lac Commonwealth.*

KENOSHA.—The Kenosha *Telegraph*, of April 13th, says: The winter term of the public schools of this city was brought to a close last week. The examination in the High School was commenced Tuesday A. M. and was continued through Tuesday, Wednesday, Thursday and Friday A. M. Friday P. M. was occupied principally with Rhetorical exercises. We were present a part of the afternoon and were much pleased with the general appearance of the school and with the Rhetorical exercises. On the present occasion the young ladies did not confine themselves to the reading of compositions. They engaged in declamations also, and their efforts were creditable to themselves and to the school. After the Rhetorical exercises and the closing remarks of the principal, Mr. Durkee, brief remarks were made by Superintendent Jilsun and Rev. Mr. Simmons. The school was then dismissed. The High School has been fuller this term than any previous term since Mr. Durkee has been the principal, and the pupils have made better progress. Altogether, the High School is entitled to a favorable report. And we are informed that the schools have all been full and that they have made commendable progress. The summer term is to commence on Monday, the 24th inst.

The Institutes and Examinations came off last week according to the notice previously given. We have reason to think that much good will result from the institute work. The Superintendent was assisted by Messrs. V. V. Barnes, J. P. Briggs, T. V. Maguire and W. G. Spence. But one lecture was obtained, that delivered by Prof. H. O. Durkee of Kenosha High School, at the Union Church in Pleasant Prairie, Friday evening, April 7th. The examinations were a little more searching than those usually held in the spring. There were twenty-five full certificates, and three limited certificates granted, and two or three complimentary certificates to those whose standing was high but who were too young to teach. The whole number of applicants was fifty-three.

LAFAYETTE.—Mr. F. C. Atwell, for several years principal of the graded school at Stevens Point, in this State, will take charge as principal of the Darlington public school. He comes highly recommended, and we confidently predict that under his management the school will be all that its friends can desire. Having made teaching a profession for many years, he brings to his aid not only ripe scholarship and sound common sense, but also a large experience in the best methods of teaching and managing schools of like character with ours. We trust that his success will be such that he will remain for many years at the helm of our educational interests.—*Darlington Republican.*

PATCH GROVE ACADEMY.—The spring term commenced April 6, under the management of Mr. and Mrs. Newcomb, Mr. Clarke having resigned. Mr. Clarke has been for five years connected with the institution, and his efficient efforts to make it a first-class school have merited the success that has been attained. The examination at the close of the winter term evinced his thorough drill and the diligent application on the part of the scholars.—*Exchange.*

ROCK COUNTY.—The Delavan *Republican* states that some of Mr. Parker's lady teachers, at Janesville, have recently become affected with the matrimonial fever. Several of our lady teachers paid Mr. Parker's school, in Janesville, a visit a few days since. If you put this and the other together it is not our fault.

On the 8th, Mr. C. E. McStay, principal of the high school at Omro, in company with two of his scholars, Emmett Hicks, and a boy named Drew, went across Lake Poygan after evergreens, with which to decorate the school-room, as the term was to begin on Monday. While crossing the lake on their return, the boat was upset, precipitating the three young men into the water. Some Indians near by immediately proceeded to the rescue, and succeeded in picking up the two boys, but McStay had become chilled and sunk. Deceased was 24 years of age, and a graduate of Lawrence University of Appleton, where his parents reside.

The bill requiring the Constitution of this State and of the United States to be taught in our common schools became a law. That is one of the best laws passed.—*Jackson County Banner.*

Walworth County.—The *Republican* also says the people are now coming to something like a just appreciation of their folly in cutting down the salaries of lady teachers, at the last annual school meeting. Some of them are now offered double the wages now received to accept situations elsewhere.

We are informed that there are as many applicants for admission into the Deaf and Dumb Institute, at Delavan, as the building will accommodate.

The Union Teachers' Meeting, announced by County Superintendent Montague to be held at Elkhorn, March 18th, was well attended, and proved in every respect a source of profit as well as a happy re-union of the teachers included in the several inspection districts of the county. This was the last of a series of *sixteen* teachers' meetings which have been held in the county this winter by the County Superintendent—four in each inspection district. Our observation at this meeting would lead us to think that it was a capital place for persons to go to find how much they didn't know. This series of meetings, which have extended through the entire winter, and been held in all parts of the county, furnish further proof of the indefatigable zeal with which the educational interests of the county have been administered by the present Superintendent.

The committee on resolutions reported the following, which were unanimously adopted:

Resolved, That we approve of the act of the legislature whereby they have added to the list of required studies for third grade, the constitutions of the State and United States, and that we ask of the next legislature that they add the subject of Physiology.

Resolved, That our teachers' meetings are productive of great good, and that our County Superintendent is entitled to our hearty thanks for his indefatigable industry in making them interesting and profitable. We recommend the continuance of these meetings during the summer, and that a County Institute similar to the one of last year, be held the coming fall.

Resolved, That the State Superintendent, General Fallows, has our hearty thanks for his able address, and his co-operation in all our efforts to elevate ourselves and promote the educational interests of the state.

The Walworth County *Independent* says:

The progressive teachers in this county all take the Journal of Education, published at Madison, Wisconsin.

The public schools opened at Elkhorn on Monday. There is great interest still in the school. Miss Killey, of the Grammar school is sick, and temporarily absent. Her sister takes the Intermediate Department. Miss Wetherwax supplies the Grammar school, *pro tem.*

Watertown.—At the examination of Union School No. 2, the pupils presented their principal, Mr. A. Lebourveau, with a chair. Miss Annie Scofield was selected to make the present on the part of the scholars, which she did in so neat and appropriate an address that we transfer it to our pages from the *Democrat:*

Mr. Lebourveau—Having been selected by my schoolmates to present you this chair, I take special pleasure in performing the duty. This chair is presented you by pupils of your class as a token of our respect and esteem. Its frame is made of oak, the staunchest of wood. With this is interlaced cane, the most flexible and tenacious of wood. Upon its surface we have caused your name to be inscribed in letters of gold, the most precious and enduring of metals. In these materials we are reminded of the great practical lessons of life. The oak is typical of our business life, and teaches us to be staunch and firm in those eternal principles of justice and right you have strove to instil into our minds. The cane so ingeniously woven together teaches us that we are but a part of the human family, alike dependent one upon another, and that as a spot on one of these splints mars and deforms the whole structure, so does a spot on one of our characters mar and deform the character of those with whom we associate. In the gold we are taught the value of those moral, intellectual and spiritual precepts that shall live and brightly shine when our friends and associates are no more. In the whole we are reminded of the importance of a well balanced education, both in practical matters and speculative science. Please accept it as our free-will offering.

GENERAL.

BOSTON expended $1,600,993.73 on her public schools last year.

A STATE NORMAL SCHOOL is to be located at Iowa Falls, in Iowa.

THE lady teachers in the St. Louis schools are to receive the same salaries as gentlemen, for the same grade of schools.

THERE are ten agricultural schools in Belgium, six in Baden, and one or mose in Sweden, Denmark, Italy, Spain and Portugal.

IT costs New York five times as much for tobacco as for education; and four times as much to support her criminal courts as to educate her children.

A YOUNG LADY running as a Republican candidate for school committee in Nashua, N. H., recently, was defeated by her father who was on the Democratic ticket.

BATTLE CREEK, Michigan, is to have a High School building, which will cost $100,000, accommodate 1,000 pupils, and be the finest edifice of the kind, it is claimed, in the country.

OMAHA, however, intends to have one costing $200,000. Such expensive school houses are of doubtful propriety. It is better to put the extra expense into teachers.

NORTH CAROLINA can hardly be classed as a literary commonwealth. It has a population of over 1,000,000 people, and there only about sixty newspapers and periodicals published in the state.

TEXAS has virtually set apart all her lands for school purposes. Not an acre can be sold but its proceeds go toward the school fund. She has a prospect of soon having a larger school fund than any other State in the Union.

REV. P. V. VEEDER, D. D., acting President of University College, San Francisco, has received an appointment to the Chair of Natural Philosophy, in the Imperial University at Jeddo, Japan. About one thousand students are in attendance at that institution.

IN the new school law of Indiana, it is proposed to have the State allow each scholar ten cents per mile to and from the Normal School, that those living in remote parts of the State may enjoy equal privileges with those who have hitherto been more highly favored by living near.

AT the election of school directors at Des Moines, on the 13th, two districts were to elect two directors. In one district two ladies were elected; in the other two ladies were candidates against two men; the vote was a tie on the women, and one man was elected, necessitating another election.

PRESIDENT ELLIOT'S course of lectures at Harvard seems to be poorly appreciated. Of the thirty courses, not more than half a dozen have had a paying audience of half a dozen persons each. Kant is expounded to a single student, a young lady; and Plato and Juvenal had each the same audience.

IN MASSACHUSETTS, only those who can read the English language and write their names, exercise the elective franchise; as a result she has the most intelligent population in the Union. If in our States in the West all may vote, should not the law compel all to reach a certain standard of education, and disfranchise those who do not fulfill the condition?—*Chicago School Master.*

WE must ever bear in mind, says an English writer, that the amount of literature, language or mathematics which a child acquires is no true guage of his real development. If we aim to make him an encyclopedia of knowledge, we ought at the same time to prepare a quiet alcove in which he may rest. Manhood and womanhood are the highest possessions which any one can secure; nobility of character, earnestness of purpose, and self-denying service to humanity, are worthy objects of aspiration; and if we inspire our pupils to seek after these, we shall secure for them the best education.

AT the last meeting of the Massachusetts Teachers' Association, the following resolutions were presented and laid on the table for discussion at the next annual meeting. They are worth the consideration of all interested in the welfare of our public schools:

Resolved, That for the further development and improvement of our school system, the four following measures are requisite:

1st. Provision for a State Educational Tax, the proceeds of which to be apportioned to the cities and towns according to their actual school attendance.

2d. Provision for a more efficient and complete supervision of schools by means of county or district superintendents.

3d. Additional provision for the professional training of teachers, more especially with reference to the wants of the several district schools.

4th. Further provision for securing the universal attendance at school, either public or private, of all the children between the ages of seven and fourteen years.

THE Woman's University, to be founded in New York, will have a special chair on art. It is proposed to endow a lectureship, the lectures to be after the style of those delivered in England, by Ruskin and others, on painting, sculpture, architecture, landscape, gardening, etc., the lecture of each season to be printed at its close. Prof. Morse has headed the subscription with $1,000, and those interested in the project unanimously decided to call it the Morse Lectureship.—*Exchange.*

REV. DR. ABEL STEVENS, of the Methodist Episcopal Church in America, desires to see established a University upon such a scale of liberality that every sect, even infidels and atheists, shall have their own theological (or anti-theological chairs) in its theological department. This is the same ground in the sphere of education which the *Golden Age* occupies in the sphere of journalism; and, extended to all spheres, it will be the platform of the new catholicity of the future.—*Golden Age.*

IT is an ill wind that blows no good. Sad as have been the results of the late European war, many of the Prussian women must regard the fierce carnage as the bloody stepping-stone to their own advancement. Owing to King William's exhaustive demand for men on the battle-field, the educational corps of the State has been so fearfully diminished, that the Ministers of Instruction have been forced to issue an order accepting all women qualified as teachers of modern languages in the public schools—a profession hitherto monopolized by men. This is progress.—*Ib.*

ODDS AND ENDS.

SEVENTY-EIGHT women are now regularly employed as preachers in the United States.

THE Governor of Michigan has endorsed woman's rights by making Mrs. Harriet A. Tenny the State Librarian.

THE women who have been admitted to the Michigan Agricultural College are said to behave in a very "gentlemanly" manner.

THE University *Chronicle* judges that the freshman class in Michigan University will next year contain not far from fifty ladies.

THE venerable poet editor, Bryant, gets up a 6 o'clock, takes a bath, stays three hours at the *Evening Post* office, and then finds recreation in the ancient classics and in resting.

PROF. D. D. SMITH, at the late annual commencement of the Philadelphia Dental College, stated that artificial teeth were in use among the ancient Romans before the time of Augustus.

A CANDIDATE for the position of school teacher, in Alabama, recently replied to a question by one of the examiners, "Do you think the world is round or flat?" by saying, "Well, some people think one way and some another; and I'll teach round or flat, just as the parents wish."

An Eastern paper publishes an appeal by a young lady for a situation as teacher, in which she says: "I was eddicated in one of our leading female seminaries, and have my sertifikates, and so feel it my duty to teach somewheres, and if you can assist me, pleeze rite and let me no, and ile get redy at onct."

A SMART boy in one of the public schools, having been required to write a composition on some part of the human body, expanded as follows: "The Throat.—A throat is convenient to have, especially to roosters and ministers. The former eats corn and crows with it; the latter preaches through his'n, and then ties it up."

THE *Scientific American* says it is now "*impossible* to construct a *burglar-proof* safe—for the thief, with his cylinders of compressed hydrogen and oxygen, can, in a few seconds, burn holes of any size in the hardest metal—his fire-drill enabling him, in a few minutes, to work his way into the strongest safe that was ever constructed."

MANY of the most profound scholars and ablest publicists of the day are of Hebrew descent. Among others may be named Disraeli, Cremieux, Borne, Monteflore, Auerbach, Heinrich Heine, Jules Janin, Grace Aguilar, Fould. In music—Herz, Meyerbeer, Halevy, Gottschalk. In drama—Rachel. In the United States—Raphael, Wise, Lillienthal, Leeser, Einhorn, Noah, Isaacs.

HORACE MANN was once seated in an omnibus with a young man, who coolly took out a cigar, lit a match, and put the cigar in his mouth. Mr. Mann stopped the coach and insisted that the young man should be ejected for disobeying the rules. He was not pacified until the owner of the cigar touched the indignant reformer's hand with the uncharred end, in proof that the cigar had never been lighted; and Mr. Mann, loth to lose an opportunity to impress moral truth upon a wayward youth, turned around and lectured him severely upon the vice of deception.

HOTEL STATISTICS.—The New York *Observer* says: "In the *Capitol*, a weekly paper published at Washington, the manager of the Arlington, which is spoken of as a small hotel, publishes some statistics in regard to his own receipts and the receipts and rents of other houses which may be interesting to the public, although somewhat personal: 'Senator Cameron paid for himself and wife $450 per month, and had but two rooms. Senator Fenton had a parlor, two bedrooms and an office, and paid $1,000 per month. Mr. S. S. Cox and wife paid $250 per week, and I gave him a buffet supper for one hundred persons, which cost him $1,500. Mr. W. S. Huntington gave the Japanese the finest spread ever set in the Arlington Hotel; there were only twenty persons, and he paid $1,000. A parlor and three bedrooms, in the second story of the Arlington, with a small family occupying them, are worth to me $450 per week during the season, and one guest here pays for a parlor, bedroom and bathroom, $300 per month.'"

DR. OLIVER WENDELL HOLMES thus illustrates the mechanical movement of succession of thought: "My bucolic friends tell me that our horned cattle always keep a cud in their mouths; when they swallow one, another immediately replaces it. If the creature happens to lose its cud, it must have an artificial one given it, or, they assure me, it will pine and perhaps die. Without committing myself to the exactness, or, the interpretation of the statement, I may use it as an illustration. Just in the same way one thought replaces another, and in the same way the mental cud is sometimes lost while one is talking, and he must ask his companion to supply its place. 'What was I saying?' we ask; and our friend furnishes us with the last word, or its equivalent, and the jaws of the conversation begin grinding again."

THE alumni of Amherst College had a re-union recently in Boston. The New York *Tribune* says that they "made themselves merry without the aid of wine, and, until the very end of the feast, without cigars. Two wine glasses were placed at each of the one hundred and eight or ten plates, but none of them were used. One alumnus said to another, 'I should like a glass of wine, but it would not be in good taste here.' This admirable example is worthy of imitation, not only at alumni dinners, but on other festive gatherings. The careful avoidance of all incentives to partake of intoxicating drinks on these occasions, will greatly help to promote general sobriety."

THE London *Spectator*, in an article on the philosophy of profane swearing, awards to Americans the pre-eminence in that accomplishment. In Canada the same opinion prevails. In cases where there is curiosity and doubt existing there in regard to the nationality of a stranger, something is said in his presence to irritate him, and then if he swears with sufficient volubility, his title to the honors of American citizenship are at once acknowledged.

THE ten largest libraries in the United States, with the number of books in each, are as follows: Library of Congress, 183,000; Boston Public Library, 153,000; Astor Library, New York, 138,600; Harvard Library, Cambridge, 118,000; Mercantile Library, New York, 104,500; Athenæum Library, Boston, 100,000; Philadelphia Library, 85,000; New York State Library, Albany, 76,000; New York Society Library, 57,000; Yale College Library, 50,000.

BISHOP PIERCE, of the Methodist Church, South, preached in a church and was struck with its acoustic properties. He began tired and ended rested. He obtained the measurement of this house, and published the proportions as a guide in the erection of houses of worship: Length, 62 feet 6 inches; width, 32 feet 6 inches; height, from floor to ceiling, 17 feet 4 inches. The rule of proportion is obvious, and this is supposed to be the material point.

HORACE GREELEY recently wrote: "I am poor, but it is my own fault; because I endorse other folks' notes. One was brought me to-day for $5,000, which I must find a way to pay in a few days. I have fooled away at least $150,000 trying to help others, and it has done no good. Now I guess my foot is down that I will not endorse another note. So you see the stables all get locked after the horses are stolen."

A SCHOOLMASTER tells the following anecdote: "I was once teaching in a quiet country village. The second morning of the session I had time to survey my surroundings, and among the scanty furniture I espied a three-legged stool. 'Is this the dunce block?' I asked a little girl of five. The dark eyes sparkled, the curls nodeed assent, and the lips rippled out: 'I guess so; the teacher always sits on it.'"

AN incident occurred at one of the Fall River grammer schools on Friday week, when a new teacher assumed supervision over the school. After recess in the afternoon a little girl came to him and complained that a boy had been pointing a pistol at her feet. The teacher then requested all boys having pistols to come forward, and five boys came to the desk with pistols in their pockets, capped and loaded with shot.

Literary Miscellany.

JOHN RUSKIN.

In the April number of *Lippincott's Magazine* is this sketch of Ruskin:

Never shall I forget the first, last and only time I ever saw John Ruskin. His picture had hung for many years just over my study table—that sweet, almost angelic face, which in somewhat courser execution, still the same in character, fronts the title-page of some of his works. Who that has seen it has forgotten it? It is almost a child's face, and has not a little of the charm which invests one of Raphael's Sistine cherubs. But the real Ruskin, how different! I think he is the plainest man I ever saw; at any rate, no face has ever impressed me with so much ugliness; and as if to intensify nature, his manner of wearing his hair and his rudely fitting dress only emphasized the natural want of charm. Ruskin's face has neither fineness of feature nor winning expression. His eyes, it is true, are large and eloquent, but not enough so to offset the rest of the face. He read a paper to a few friends that evening—not with much eloquence, but with a jerky, unnatural flinging out of the words, quite unlike the flow of a good American reader. But the charm was underneath, in the thought itself, which, like everything of Ruskin's, was original, paradoxical, stimulating. The paper was afterwards printed, and forms the first half of his "Sesame and Lilies." He is a good American hater, lives in great seclusion on Denmark Hill, one of the suburbs of London, is princely in his generosities, gracious to all young art students who seek his advice, and, with all his feudal tendencies, incontestably one of the noblest spirits of our age.

PROF. HUXLEY'S PLAN OF EDUCATION.

I conceive the proper course to be somewhat as follows: To begin with, let every child be instructed in those general views of the phenomena of nature for which we have no exact English name. The nearest approximation to a name for what I mean which we possess is "physical geography." The Germans have a better—*Erdkunde* (earth knowledge—"geology" in its etymological sense), that is to say, a general knowledge of the earth, and what is on it, in it and about it. If any one who has had experience of the ways of young children will call to mind their questions, he will find that, so far as they can be put into the category, they come under the head of *Erdkunde*. The child asks: What is the moon, and why does it shine? What is this water, and where does it run? What is the wind? What makes the waves in the sea? Where does this animal live? and what is the use of this plant? And if not snubbed and stunted by being told not to ask foolish questions, there is no limit to the intellectual craving of a young child, nor any bounds to the slow but solid accretion of knowledge and development of the thinking quality in this way. To all such questions, answers which are necessarily incomplete, but true as far as they go, may be given by any teacher whose ideas represent real knowledge, and not mere book learning; and a panoramic view of nature, accompanied by a strong infusion of the scientific habit of mind, may thus be placed within reach of every child of nine or ten.

After this preliminary opening of the eyes to the great spectacle of the daily progress of nature, as the reasoning faculties of the child grow, and he becomes familiar with the use of the tools of knowledge—reading, writing and elementary arithmetic—he should pass on to what is in the more strict sense physical science. Now there are two kinds of physical science; the one regards form and the relation of forms to one another; the other deals with causes and effects. In many of what we term our sciences those two kinds are mixed together; but systematic botany is a pure example of the former kind, and physics of the latter kind of science. Every educational advantage which training in physical science can give is obtainable from proper study of these two; and I should be contented for the present if they, added to our *Erdkunde*, furnished the whole of the scientific curriculum of schools.

THE EXAMINER.—George Ripley, the literary editor of the New York *Tribune*, who has the reputation of being the best critic in this country, pays the following tribute to a western writer, Rev. Edward C. Towne, of Chicago, the editor of the *Examiner*. Mr. Ripley says: "An admirable feature in this number of the *Examiner* is the copious review of the literature of the month. Appreciative in tone, largely catholic in taste, acutely discriminating in its critical judgments, but tolerant and kindly in spirit, it betrays a literary faculty and scholarly culture which would have given distinction to the writer in the field of elegant letters."

ARCHITECTURE.—The *Art Review* says: "A good authority has declared that there is no longer any pure and distinct *style* of architecture, but that one has modified or improved upon another until Egyptian, Persian and Chinese, Greek, Roman, Italian, French, German and English, have all run together, and *the modern style* thus produced is *no* style. What is wanted is a regular department devoted to this branch of art in all our Universities and higher institutions of learning, and it might, with great propriety, be substituted in our city high-schools for something less practical and less generally useful. Whatever improves taste improves character. The builder of a beautiful house, or block or church, by so much educates a public sense of the beautiful and elevates and blesses all who behold it, while the builder of an ill-shaped, and awkwardly contrived pile of lumber or bricks and mortar, which cannot be identified by the beholder without the accompanying proverbial sign of "*This is a house,*" and which might with equal propriety be taken for a rink or a hospital, for a brick-yard or the barracks, is little less than a criminal. The remedy for this is thoroughly educated Architects who will, by study, and travel, and experiment, fully qualify themselves for this profession, and then a disposition on the part of building committees and contractors to employ them and pay them a fair price for their brains and time, in preference to building without plans, and tearing down and altering, and re-arranging, and finally accepting a rude botch, that will be found in the end to have cost much more than most elaborate "plans and specifications" would have done, besides being a standing reproach to the society fathering the abortion, and a real affliction to the community compelled to tolerate it."

THE MENAGERIE IN THE BLOOD.—A distinguished German professor recently announced the following, which illustrates the profundity of modern science: If a drop of human blood was placed under a microscope capable of magnifying it twenty millions of times, it would show all kinds of animals that ever existed or now exist upon the earth. In the blood of a healthy person the animals are quiet; in that of a sick person they fight. From this he draws the conclusion that man has within him the elements from which the universe was created. He further says that if a dead cat was flung into a pond of water, and left there to decompose, the drops of water would show, when under the microscope, all the animals belonging to the cat species.

NOTICE TO TEACHERS.

EXAMINATION FOR STATE CERTIFICATES.

We are desired to insert the following, from which teachers will see that two classes of State Certificates are provided for. It is hoped this policy will increase the number of applicants. The examination commences Friday, July 14, at 10 A. M. Further information, if needed, may be obtained by addressing the State Superintendent:

The committee on examination of teachers for State Certificates, met at the office of the State Superintendent, Madison, April 27, 1871. Two classes of certificates were ordered:

A certificate of the first class shall be granted to each person who shall pass a *thorough* examination in Orthography, Reading, Penmanship, Mental and Written Arithmetic, English Grammar, Modern Geography in all its departments; History of the United States, Physiology, Algebra, Natural Philosophy, Plain Geometry and Theory and Practice of Teaching, and who shall also pass a satisfactory examination in English Literature, and in the Elementary Principles of Botany, Zoology, Chemistry, Geometry, Political Economy and Mental Philosophy, and in the Constitution of the United States and of the State of Wisconsin.

A certificate of the second class shall include all the branches required for the first class except Zoölogy, Chemistry, Geology and Political Economy. Principals of High Schools are expected to pass an examination for first class.

In respect to time, place and kind of school taught, the declaration of the applicant wil be sufficient. As regards *success* in teaching, written testimonials from employers or other competent persons will be required. By "three years" teaching is meant three *school* years of nine months each. Satisfactory evidence in regard to time taught, success and character must be presented before any person can be admitted to examination, and should be sent to the State Superintendent by the candidate at any early date, so that if defective du notice may be given. Any one whose credentials are unsatisfactory will be notified of the fact, that the defect may be remedied, or he declared ineligible. The necessary stationery, &c., will be furnished by the State Superintendent, and no fee will be charged for certificates.

BY ORDER OF THE COMMITTEEE.

New Publications.

BOOKS.

PROCEEDINGS OF THE NATIONAL EDUCATIONAL CONVENTION.—After much unavoidable delay, the Publishing Committee of the National Educational Convention have made preparation for the publication of the proceedings of the meeting held in Cleveland in August last. The volume will contain the larger part of the papers presented before the convention, and full stenographic reports of the discussions following the same. Among the papers are the addresses of Presidents John Ogden, of the Normal Association, and D. B. Hagar, of the Teachers' Association; report of Dr. J. W. Hoyt, Chairman of Committee on National University; report of Prof. W. F. Phelps, of State Normal School, Winona, Minn., on "Course of Study for Normal Schools;" paper of Eben Tourjeé, Mus. Doc., of the New England Conservatory of Music, entitled "A Plea for Vocal Music in Public Schools;" paper of Superintendent E. A. Sheldon, of Oswego, on "Primary Instruction;" paper of Miss Delia A. Lathrop, Principal of Cincinnati Normal School, on "The Place and Value of Object Lessons;" paper of Superintendent W. T. Harris, of St. Louis, on "Text-Books;" and of Prof. J. H. Blodgett, of Rockford, Ill., on "Grammar in Common Schools." The full reports of the discussions following these papers will give to this volume a value not possessed by any previous reports of the Association, or indeed by any other volume of the kind hitherto published in this country.

The report will also contain the addresses of Hon. F. A. Sawyer, U. S. Senator from South Carolina, on "Free Common Schools—What they can do for a State;" of Gen. Eaton, National Commissioner of Education, on "The Relation of the National Government to Public Education;" and of Superintendent J. L. Pickard, of Chicago, on "PhysicalCulture."

It is expected that the volume will be ready for distribution to members soon. Those not members of the Convention can be supplied with copies at $1.00 each, by forwarding their address and money to S. H. White, Chairman of Committee on Publication, Peoria, Illinois.

POPULAR EDUCATIONAL DOCUMENTS.—The Western Publishing and School Furnishing Company, at St. Louis, are issuing some valuable tracts on education, of which we have received the following: "What Shall we Study," and "The Theory of American Education," by WM. T. HARRIS, Superintendent of Schools, in St. Louis, and "How Not to Do It," by ANNA C. BRACKETT, Principal of the St Louis Normal School. The reputation of Mr. HARRIS as an educator commends anything from his pen to attention, and the paper by Miss BRACKETT touches an abuse in the work of the teachers that is by no means uncommon, especially in priv.te institutions: we mean that kind of questioning in recitations which, instead of stimulating and invigorating the mind, benumbs and bedwarfs it. Miss BRACKETT's exposure of this abuse is thorough and pungent. The Second Paper by Mr. HARRIS was read before the National Association at Cleveland, last summer. The tracts are furnished at $3.00 a hundred, or 5 cents a piece for a less number.

THE ALPHABET OF ORTHŒPY. By JUDSON JONES, St. Paul: Published by the Press Printing Company. 96 pp., 16 mo.

Mr. Jones, as a practical teacher, has, like many other teachers, found serious defects in the common methods and text books in Orthœpy. This want he has endeavored to supply, and we think with very considerable success. The book, we see, is warmly endorsed by leading educators in Minnesota, including Messrs Folwell and Phelps, Presidents respectively of the State University, and the Winona State Normal School. If we knew the price of the book we would mention it, but we presume twenty-five cents would buy it, and we recommend teachers to try it.

AN INTERESTING BOOK.—Messrs. Ivison, Blakemann, Taylor & Co., of New York, have just issued a History of the Common School System of the State of New York, by S. S. Randall, late Superintendent of Education, of the City of New York, in one large octavo volume of 500 pages. It is elegantly printed and substantially bound, and illustrated with six full page engravings of the New York State Normal Schools. Price $5.00.

THE NATIONAL SONGSTER, and THE NATIONAL SCHOOL DRAMA. By ASA FITZ. Boston: Published by D. C. Colesworthy, 66, Cornhill.

Two little books that will suit both teachers and pupils; the former in the way of songs, the latter in the way of dialogues, songs, plays, gymnastic exercises and pieces for declamation.

CHANT AND HYMN SERVICE, by the same author and publishers, is well adapted for the devotional exercises of the school-room.

WISCONSIN

JOURNAL OF EDUCATION.

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TEXT BOOKS IN UNITED STATES HISTORY.—III.

BY PROF. ALLEN, STATE UNIVERSITY.

It is not my intention to enter into a minute criticism of the various text-books in use; this would require more space than I have a right to occupy. I will repeat by way of general introduction, what I have already said, that all of them have merit, and may be used with good results. My aim is to point out the special and distinctive merits or defects of each, and the kind of use that each is best adapted to. For it is a mischievous fallacy to suppose that a uniformity of text-books and methods is desirable. Every teacher of individuality of character will have his own method; and for some schools one book will be best, for another, another. The qualities to be desired are, as already remarked: first of all, arrangement; next, attractiveness of style—for the principal object is to give a clear outline and a vivid picture. The prominence given to important events is of less consequence in the history of one's own country; and the development of cause and effect belongs rather to a later stage of instruction. Still a book that wholly neglects either of these, is not a good school-book.

It should be premised further that most of these authors have two or three books, adapted to scholars of different ages; our discussion has reference only to the one which is generally middle in the series—adapted to boys and girls of fourteen or fifteen. For younger scholars, Berard's is the best with which I am acquainted; for advanced classes, Eliot's takes the highest rank, and next to that, Willson's.

S. G. Goodrich's history, like all Peter Parley's books, has the merit of being entertaining. This is, however, its only merit. The arrangement is as bad as possible—short chapters which have no connection but that of sequence in time, and with no attempt whatever at grouping events.

The peculiar feature of Seavey's Goodrich is that it contains two

sets of paragraphs, in two sizes of type, intended for different grades of students. There is much to be said in favor of this plan, but the smaller type ought to contain anecdotes, animated narration, etc., so as to attract the interest of the pupil. Instead of this, both sets of paragraphs are in the same style, and adapted to the same purpose, that is, *memoriter* recitation. For this purpose, the book is, perhaps, better adapted than any other, consisting of brief sentences, easy to commit, but containing far too many names and dates. Whoever likes this plan of teaching history, cannot do better than to use this book; for every other method of instruction it is too bare and dry—rather a catalogue of events than a history. It contains very good chronological tables.

Mr. Willson's book is a careful and thorough compilation, and shows, in its author, a higher conception of what such a book should be, than is usual. For instance, it is the only one that scorns printed questions and sensational pictures. It is rather heavy and unattractive in style; and for this reason the large work is better adapted to high schools than the smaller one to younger classes.

Mrs. Willard's style is agreeable, and her book is, perhaps, the best for the general reader. She is too discursive and fond of sentimental reflections; her arrangement, too, is very artificial, not grouping events, but following servilely an elaborate chronological division, with periods and sub-periods, so that it is nearly as bad from lack of judgment as S. G. Goodrich's from total inattention to this point.

All Quackenbos' books are skilfully prepared for use in the class room. The style of his history is all that could be desired; but the arrangement is exceedingly bad, and there is a great deficiency in maps and plans.

Mr. Anderson's histories are marked by simplicity of style and comprehensiveness of treatment. For the one purpose of reciting lessons, they are as good as need be; but the style is rather cold, and they need to be supplemented by the teacher. The illustrations are nearly all serviceable, and there are good plans and tables. The system of printed questions is carried out very minutely—and very skilfully for those who want such things. Altogether, it is just adapted to the precise work of a rigid and mechanical school system, where there is a fixed amount to be accomplished in a fixed time.

The fatal defect of Lossing's history is a lack of perspective—of light and shade. It is crowded with incident, and very valuable as a collection of facts. The illustrations, too, are very good; but the events are crowded together in such a way that one is made to appear about as important as another.

Scott's history is the only one which has a really and unequivocally

good arrangement; and this merit is so great that it would counterbalance more defects than it has. The style is not equal to Quackenbos', nor the illustrations to Lossing's; but in these points, too, it will compare with any of the others. Take it all in all, it possesses a combination of more merits, with fewer defects, than any of its rivals.

To sum up. No one these of books is perfect, but any one of them can be made the basis of good work. Eliot's is the best for advanced college classes. Willard's will be found the most interesting for general readers; Willson's can be used to good advantage in high schools and academies; but for common schools, for girls and boys of the age of fourteen or fifteen, Scott's is decidedly the best. In point of arrangement, Scott stands first, and Anderson second; the worst are S. G. Goodrich, Quackenbos, and Willard. In style of narration, Quackenbos is best; Scott and Anderson rank high in clearness and dignity of style, Willard and S. G. Goodrich in animation and picturesqueness.

SUCCESS OF PHONETIC TEACHING.

BY HENRY CROUSE, EAU GALLE, WIS.

"What is the use of teaching children to read the American Phonetic print?" This question has been repeatedly asked during the past dozen years, and particularly during a recent term of school taught in a very humble school house in a pioneer homestead settlement, by one who is very humble in the teacher's rank—very inadequate, both in educational attainments and natural endowments, of a very lowly social and pecuniary status, accredited with possessing a moderate love for books and study, and an unfeigned aversion for the imposing mandates of Fashionable Formality. For the benefit of these enquirers, and others who are strangers to this system, I wish to indite the following: Two little German-American girls, PHONETA and VERNALIA, aged respectively eight and seven years, at the beginning of last winter's term of school were taught, by this teacher, the American Phonetic Alphabet of forty-three letters, having no acquaintance whatever with the common Roman-English letters, neither their written nor printed forms. Now these little girls, despite their unpromising teacher, their poverty, and foreign descent, during one term of school, of which they were not even constant attendants, have still mastered their phonetic alphabet, the American Phonetic Primer, the First and Second Readers of the American Phonetic series; and are quite proficient readers of every lesson in Sanders' Pictorial Primer, which they have learned without any special instruction. With a little assistance they can also read many of the reading exercises in Sanders' First and Second Read-

ers, after having heard them read once or twice. They can write many of the written forms of the Phonetic long-hand script letters, quite all the script letters of the common Roman-English, with which they voluntarily form words, names, and even sentences. Besides these indications of progress, I must mention their having become acquainted with the fundamental principles of Arithmetic. Now, this testimony I beg privilege to give in favor of the American Phonetic system. Who can surpass, or equal, its practical usefulness by the common system? The school experience of these two little Dutch-Yankee girls proves beyond a doubt the truth of the remark of THOMAS HILL, the distinguished President of Antioch College: "The stultifying process of learning to spell must, if retained at all, be made a diversion by rendering the phonetic alphabet so familiar that the common spelling will be remembered for its comicality." To a phonetic scholar words dressed in the Roman-English print appear intensely novel, and he learns intuitively what combination of Roman-English letters forms a vowel, consonant or a dipthong element of any printed word. I am sincerely thankful for the nutricious mental food which the writings of my distinguished friend have afforded me. Still I must respectfully and reverently dissent from any inference as to the existence of any supposed need to "retain this stultifying process of learning to spell." Instead of retaining any process or method confessedly stultifying, we ought not only to abandon it ourselves, but even do our utmost to convince others of its stultifying influence, and thus encourage them to brave all opposition. Teachers, especially, ought to evince moral courage, that indispensably necessary public virtue, by abandoning erroneous systems and adopting others more in accordance with correct principles of practical education. Teachers should not be deterred from advocating true reform because it is strongly, or even unitedly, opposed. But what process of learning to spell shall we adopt, which shall not deserve the charge of being stultifying? Please find my answer in the article entitled, "Literal Orthography Practically Taught."

TEACH your boys some useful trade, if you wish to keep them out of the penitentiary. Give them something to do, after they leave school—something in which they will be interested. The mind being occupied with those things which are right and proper, will be less subject to evil influences.

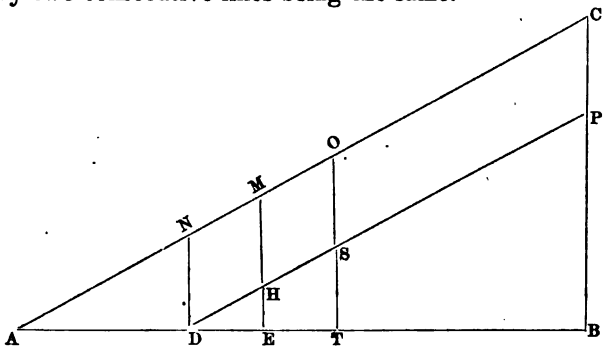
NO WISE MAN ever wished to be younger.—*Dean Swift.*

SARCASM is the natural language of the devil.—*Carlyle.*

ARITHMETICAL PROGRESSION.

BY L. CAMPBELL.

Any series of numbers in continued arithmetical progression may be represented by a series of right lines drawn parallel to one of the sides of a triangle and terminating in the other two sides, the distance between any two consecutive lines being the same.



Through the triangle ABC draw ND, ME, OT, parallel to BC; also draw DP parallel to AC. Then ND=MH=OS=CP. Assume DE=ET=1; then DT=2. The triangles DEH, DTS are similar; therefore, DE : DT::EH : TS, or 1 : 2::EH : TS; conseqently TS=2EH. Hence OT−ME=ME−ND=EH, which shows that the lines ND, ME, OT, are in arithmetical progression, the common difference being EH.

If as many lines be drawn, in like manner, parallel to BC as there are units in the line DB, which we will suppose represents a whole number, then the number of lines, or terms, in the entire series includ- BC will be equal to the number of units in DB+1. This may be seen by simply drawing any given number of parallel lines and then counting the intervening spaces: for example, if we draw two lines there will be one space, three lines two spaces, four lines three spaces, and so on, from which it is evident that whatever be the number of lines the number of spaces will always be one less. Hence if ND and BC denote the extremes, the number of terms less one is indicated by DB. The triangles DEH, DBP being similar, DE : EH::DB : BP. But BP=BC−ND, since ND=CP; and we have already assumed DE=1; therefore 1 : EH::DB : BC−ND; that is, 1 : the common difference : :the number of terms less one : the difference of the extremes. On this principle the following problems, relating to numbers in arithmetical progression, are solved, and from the same principle the well known arithmetical rules are deduced.

Having given the first term, common difference, and number of terms equal, respectively, to 26, 3 and 9, to find the last term.

Here ND=26, EH=3 and BD=9−1=8; therefore 1 : 3 : : 8 : BC−26; consequently BC=26+3×8=50, the last term. When the series is decreasing BC=26, and in this case we have 1 : 3 : : 8 : 26−ND, from which we find ND=26−3×8=2.

Having given the extremes 4 and 103, and the number of terms 34, to find the common difference.

Here BC−ND=103−4=99, and DB=34−1=33; consequently, 1 : EH : : 33 : 99; hence EH=3, the common difference.

Given the extremes 16 and 72, and the common difference 4, to find the number of terms.

1 : 4 : : DB : 72−16 ∴ DB=14 and DB+1=15, the number of terms.

The lines ND, ME, OT, etc., which are supposed to be drawn parallel to BC, form with the sides of the triangle a series of trapezoids; these trapezoids are in arithmetical progression; and the sum of all the terms included between the lines ND and BC is equal to the surface of the trapezoid DNBC; and when AD=DE the sum of the series (the triangle AND being the first term) is equal to the surface of the triangle ABC. The sum of any arithmetical series may therefore be represented by the surface of a trapezoid, a triangle being regarded as a trapezoid in whichone of the parallel sides=0.

NOTES FOR TEACHERS.

1. Be pleasant. It is never necessary to frown or scold.

2. Be lively. The true teacher will seldom seat himself before a class.

3. Be original. Never depend upon your book. If you cannot conduct the recitation without a book, you have given too long a lesson.

4. Be reasonable. Don't assign a lesson so long that you will yourself be hardly able to prepare it.

5. Be prepared. Always mark out in your own mind the work to be accomplished by the class at their next recitation.

6. Be not too talkative. Any fool can lecture and *interest* children with wonderful facts; but it takes a wise, patient, and hopeful person to draw those facts from the pupils.

7. Be sympathetic. Come down to the apprehension of your pupils. Remember what is curious and interesting to you is beyond their understanding. What are axioms to you are difficult propositions to them.

8. Be patient. Let the smart ones take care of themselves. Give your energies, your ingenuity and your smiles to the stupid ones.

LITERAL ORTHOGRAPHY, PRACTICALLY TAUGHT.

BY HENRY CROUSE, EAU GALLE, WISCONSIN.

How can we teach our children to spell the common Roman-English print without making the process of learning produce a stultifying influence on their educational progress? This question, suggested by the writings of a distinguished educator, I will try to answer by directing attention to the literal meaning of the word orthography—by colloquial usage only a more scholarly term for spelling. We are instructed by NOAH WEBSTER that orthography is derived from two Greek words, meaning "right writing." Now, if spelling means right or correct writing, then why not exemplify the literal meaning of the word, and teach the art of spelling by writing? How can we *teach correct writing* unless we WRITE CORRECTLY, or at least *try to write?* Orthography [right writing] is professedly taught to thousands of scholars in our common schools, without ever once touching or looking at a pen or pencil. What! teach the art of writing correctly by merely telling over the awkward names of the letters of the words? Indeed, what a gross misconception of the meaning of language! Now, then, fellow teachers, let us learn and teach right-writing [orthography or spelling] by pen or pencil, as the literal meaning of the word requires we should do; then "the stultifying influence of learning to spell" will be avoided. Learning to spell with the pen or pencil is a diversion enthusiastically courted by all learners. It is objected that a person cannot be taught orthography [right writing] until he has mastered the written, or scrip forms of the letters. As well object that a person cannot swim until he can sustain his body on the surface of the water! A child who is old enough to go to school is old enough to hold a slate and pencil, and if he does not know the scrip forms of the letters he should be taught as soon as possible; and to make the acquirement an easy and pleasant task, he should be encouraged to form words as soon as two or three letters can be written. By this method the whole alphabet will be learned without engendering that prevalent listlessness, that popular hatred and ignorance of the forms of written language. After having learned the alphabet by this method, the learner should be led to copy his reading exercises, substituting the written for the printed letters. For scholars sufficiently advanced, it is a useful orthographic exercise to have the teacher read once or twice some interesting narrative, and require them to write on slates as much as they have remembered. Of course the teacher should point out any orthographic error which the learner may have made, and insist on its being corrected before it is passed by, otherwise the erroneous

configuration of the word will be left impressed upon the learner's mind, and the primary object of orthography [right writing] will be lost. Experience as a learner and teacher during the past thirty years convinces me that any learner's educational progress is signally retarded by puzzling his mind with the incongruity, the irreconcilable difference existing between the awkward names and the component sounds of the letters of words, and that he should hear only the *sounds* of which words are composed, until the written forms of words are as familiar to his eyes as the spoken sounds are to his ears. This sound exercise should constitute the only drill in oral spelling; his drill on the names of letters should be confined exclusively to literal orthography.

REVOLUTION.*

BY J. E. BURTON, GENEVA.

We are rapidly approaching a new era; it will be glorious in its nature, for it will be the people's era, and that is but another name for the "*Golden Era.*" In this the grandest and sublimest of all of earth's revolutions America stands foremost; the world watches with anxious solicitude to follow in her footsteps. That selfish, fickle Frenchman—Talleyrand, once said to Bonaparte, "the United States is a giant without bones." But like your hot blooded haughty nation which has just learned a life lesson from Prussia, you were mistaken, yes Talleyrand, you were mistaken. The United States is a giant with bones. Its backbone extends to hundred harbored Maine, to the Pacific shore whose sands are gold and whose sea foam is amber; it has iron ribs reaching off in all in directions; it has two giant arms, one the Rocky and Sierra Nevada, with their treasures of iron and gold, the other the Alleghany and Coast Range, with their exhaustless mines of iron and coal, and its giant hand has silent hold on Canada, ready to close its grip when the proper time shall come. It has great veins and arteries which throb in our navigable rivers and chains of lakes; it has a strong nervous system too and its myriad little nerves pulsate to telegraphic touch, honor to Morse, and the lighting rod throbs glory to Franklin. Lastly, it has a heart which throws out with vital force the life-blood of the whole giant. Its life-blood is the *free school* and its legion of progressive teachers and officers.

"The American scholar is America's hope." This is the people's century, the people's age, the age of progress, the age of thought, the age of invention, the age of comfort, of Pullman palace cars, of ocean tele-

*From an Address delivered before the Walworth County Teachers' Association, Elkhorn, Wis., March 18, 1871.

graphs and continent spanning railroads. But "the crowning glory of the age," as Gregory says, "is the great national system of public instruction." The free school is the noblest compliment the human mind ever paid to its own essential worth and greatness, for it vindicates the rights of the intellect and acts with magic power power upon the progress of the mankind. I for one rejoice that I have to bear a part in this great intellectual revolution. I rejoice that I live where are no royal roads to distinction and true greatness, save those which a strong arm, a clear brain and honest heart have made royal, and where there are no aristocratic lines in society to debar you and me from becoming Princes, yea, Kings and Queens in the realms of noblest manhood and purest womanhood. To instil this in the mind of the American child is the imperative duty of the American teacher.

But notwithstanding our flattering prospects there are some fearful and terrible dangers in the way. During the past half century, 7,448-925 foreigners have landed upon our shores with various superstitions in both civil and religious matters; one fifth of our population to-day is of foreign element and still they come. In many of our southern states exists an ignorant belief in the right of human slavery and an unconquerable hatred to the principles of progress. Much of our legislation is rotten to the core. Crime and gambling has become a profession, and there are many other dangers which time forbids my mentioning; but the main question is, how shall this tide of ignorance and crime be baffled? To whom does our country look for aid, to her warriors, to her statesmen, to her gospel ministers, to her public speakers and lecturers, to her newspaper editors, or does the main work fall upon the educators?

I would not be ungenerous. I believe the minister of truth will do a noble part; the warrior will defend if the dreaded war cry should ever be heard again; the statesman will legislate in needed and we hope righteous laws; the mechanic will add to our comforts; the public speaker will help mould public opinion; the 4,500 newspapers will do their full share in enlightening, though all will not elevate; but candidly does not the actual work fall upon the disciplined, organized legion of educators? Posterity will render a truthful verdict. If these truths had been recognized and heeded by the once dreaded and heroic France the Prussian star of victorious peace would not shine so brightly over Berlin to-day, and the blackness and gloom which enshrouds defeated and humiliated France would be lifted and somewhat dispelled by the sunlight of intelligence and reason. If these truths had been fully taught and obeyed in both sections of our country the grave-grass would not now be growing over the sepulchers of 300,000 "boys in blue" who sleep to-day in bloody shrouds among rebellion's cemete-

ries, neither would the grave-grass quiver upon the tombs of 250,000 brave who slumber in their uniforms of gray, whose valor we admire but whose memories we cannot embalm.

The teacher's mission is sublime, the true teacher's duties are moral, God-like. I am glad the standard is high and likely to be higher. Higher qualifications are demanded of a teacher than those of an assemblyman, a congressman, a governor, or even a president. For a a teacher must be moral and intelligent to be licensed. A teacher should be patriotic, enthusiastic, magnanimous, temperate, progressive to be successful. I have been reading some, from different state and city reports, of school development, and I recognize among the important movements in this revolution of schools:

The establishing of Normal universities all through the land, whereby teachers can all be trained alike and therefore teach alike, and have the American children grow up harmonious in sentiment. Normals are to the teacher what West Point and Annapolis are to the soldier and sailor. The Regents' oversight, ever guarding and ever ready to aid the progress of the work. State certificates, urging the teacher to higher branches and higher plains of thought and contemplation. General grading of schools that all may find their level, and not for years battle and struggle against the current. Larger and better school houses, that pupils, parents, teachers and citizens will refer to with true and proper pride. Briefer and better arrangements in our textbooks, especially in other departments than mathematics, and above all, thanks to Calvin Townsend for unfolding to the coming millions the plain fundamental laws of our constitution, making all who study it better citizens. Teachers' institutes and conventions whereby we can mingle and exchange our plans and ideas, each to receive the benefit of all the experience of the other and all receive encouragement for their future work. "Contrast and variety are the essence of life." Tendency of the age to retain in the work the best talent of the country by paying better wages and recognizing and properly appreciating merit. The growing tendency to recognize and employ ability and talent regardless of sex. Growing dislike toward whipping the body for what the mind or conscience does, and the increasing favor of governing by pleasant words, yankee ingenuity and moral suasion, though I still believe the whip will be kept in the back drawer, as a sort of minute man, as there is occasionally an American boy even, who can best be persuaded in that way. Care on the part of boards and teachers to provide better ventilation for the child and look more earnestly to his health, for a living genius in a dying body is not to be admired.

But to enumerate the wise changes in our school system would be to write a volume, and I will close where I am, believing all in the work

know as well as I do of the requisitions, the trials and vexations, the hopes and pleasures, the shades and the shadows, the grandeur and moral dignity as well as the final triumph of the teacher's mission. My boyhood dreams always pictured my future life in one of two spheres, either a fearless, roving, observing sailor, or a lawyer with eloquence and power as an advocate sufficient to carry the stoniest hearted jury that ever sat. But through an unseen influence I was placed in charge of the Sullivan St. Free School, in the village of Cazenovia, Madison Co., N. Y., and at the end of my twenty weeks term received a sort of baptism for the work. I have fully decided to give some of the best, at least most vigorous years of my life to it, feeling and believing in my utmost heart that no nobler calling engages the attention of man, or developes the soul of a true Christian, than the calling to this work, and I have tried to adopt what I firmly believe the duty of each person upon entering this profession. I refer to the spirit which says, while it guides, "CONSECRATE, EDUCATE, ELEVATE."

TEACHERS' UNIONS.

[Some of the "live" and leading teachers of Waukesha county have associated themselves for mutual improvement and benefit in the manner indicated below. We regard it as a step in the right direction. Something more than the loose and transitory form of an ordinary teachers' association is needed to give due efficiency to such organizations. The constitution printed below is the work, we presume, of Mr. I. N. STEWART, who has forwarded us a copy. It may be that it would not be suited to all localities, but it will repay examination.—*Eds. Jour. Ed.*]

To give mutual aid and support, to improve in our profession, and to further the cause of education, we do establish this

TEACHERS' UNION.

ARTICLE I. *Section* 1. The officers of this Union shall be a President, Vice President, Secretary and Treasurer, who shall perform the duties usual to those offices, and such other special duties as may be herein specified.

Section 2. These officers, with three members elected by the Union, shall constitute the Executive Committee, which shall transact the general business of the Union as may be directed by vote at any meeting thereof. They shall call all meetings, and look after all interests of the Union.

Section 3. There shall be at least two meetings of the Union during each year, one of which shall take place in the fall, and shall be called the Annual Meeting.

Section 4. The officers named in this article shall hold for one year, and shall be elected at the Annual Meeting.

ARTICLE II. *Section* 1. No person shall be admitted to membership who has not at least a fair third grade certificate, and who has not taught at least four months with good success; the Union being the judge. The object being not to secure every teacher but the best teaching force as members.

Section 2. Applicants for membership who have not come up to the requirements of section one, may be put under the inspection of the Executive Committee, or a special committee for that purpose, who shall, by visiting the school and inquiry, learn the fitness of the applicant and report thereon.

Section 3. A two-third vote by ballot shall be requisite to admit a member. But an applicant may be received under inspection by a majority vote.

Section 4. Members shall be balloted for and admitted only at the annual meeting.

Section 5. Each person, before being admitted to membership, and after his election, shall publicly give affirmative answers to the following pledges, read to him by the President:

You pledge yourself to promote the following ends to the best of your ability:

1st. To attend all annual meetings, sickness and absence from the county excepted. This being of first importance to the success of the Union.

2d. To use your best endeavors to attend all other meetings of the Union.

3d. To carry out, as far as possible, any general plans of teaching, or grading, or experiments, as directed by the Union, and report thereon as, and when, directed.

4th. As far as convenient to aid the members in obtaining books or apparatus useful to our profession at lowest possible rates, by clubbing or combining.

5th. To aid and assist each other to good positions; to endeavor to have one member succeed another when change is unavoidable, to the intent that the plans and methods of the Union may be carried out to results.

6th. And finally you promise without fear, favor or partisan bias, to use your whole personal influence to secure the advancement of the objects sought by this association, and to secure the success of the Union itself.

Section 6. When a member shall not have taught for the space of two years, he shall become an honorary member. But this shall not prevent his holding office, provided a majority of the Executive Committee shall be actual teachers.

Section 7. A member may withdraw from the Union at his request, but he shall not again be eligible to membership except by unanimous vote.

Section 8. A member may be expelled by a two-third ballot, for any willful neglect of his pledges to this Union, or for conduct unbecoming a teacher. But he shall have a hearing if he demand it.

Section 9. Others than members may be invited to take part in any public Institute or meeting of the Union; but shall have no part in the business meetings of the same.

ARTICLE III. *Section* 1. A majority may tax the members not to exceed one dollar each in any one year, to carry out any design proper to this Union. A two-third vote, may tax not to exceed three dollars, and a seven-eighths' vote, not to exceed five dollars, in a like manner and for like purposes.

Section 2. If similar Unions shall be established in other counties, this Union and its members shall fraternize; and, if deemed for the general good, shall send delegates to a council of Unions.

Section 3. This Constitution may be amended by a two-third vote at any annual meeting. By-laws may be made or amended by a majority at any meeting.

Section 4. So far as practicable, the business of this Union shall be done in accordance with parliamentary law.

ARTICLE. IV. Members are expected to treat each other courteously, to give each other ready assistance in our profession, to avoid all small vices, to be earnest in the work before them, and so to conduct themselves in all places as to ennoble our calling, improve our condition, and to gain the respect of our fellow teachers, and the confidence of the people.

SUPERFLUOUS TEACHERS.—Why is it that so many young ladies are school teachers? Is it because they think it their vocation, or duty, or because they think there is nothing else to do? By all means the latter.

Ask any girl who intends to earn her own living, what she is going to do, and ten to one she will say, "I guess I'll be a teacher; its easy work generally, and about the only thing a girl can do." Now what kind of a teacher will she make? She will take no interest in the scholars further than she is actually obliged to; and if she is offered a pleasanter place, or higher wages, she will leave without caring a particle. Such a person should not be allowed to take a school; she does more harm than good. The country, is just flooded with such teachers. They generally hold third grade certificates, but often get positions in preference to real *teachers* (who teach because they think they ought to), through the influence of some friend of high standing in society; while those more deserving are left out in the cold, merely

because they have no influential relation or friend. The only remedy I see for this is to let none but Normal School, or some other good school graduates teach, and to have all the former hold certificates before they enter. Perhaps so many would not wish to teach, but would find that there *is* something else for girls to do.—*Selected.*

A TEACHER'S EVENING PRAYER.

Father let me come to Thee
With the closing day,
Mind and body both are weary,
Give me rest I pray—
That sweet rest the loved ones know
Who walk with Thee here below.

All day long I've been surrounded
By the young and gay;
Onward I have tried to lead them
In the pleasant way;
Where fair flowers of Virtue blow,
Where the fruits of knowledge grow.

But, alas! I'm weak and wayworn,
Oft aside I turn;
Many are the bitter lessons
I'm compelled to learn,
When meek Patience hides her face,
And to Passion yields her place.

Sorrow ofttimes clasps my hand
With the morning's light;
Walking ever at my side
Till the dark'ning night,—
Telling me my standard high
I through weakness come not nigh.

Father, pardon my shortcomings,
Be my staff and stay,
Give me of the heavenly manna,
Feed me day by day.
Let Thy presence with me bide,
Thou alone my steps can guide.

Throw the mantle of Thy love
Round my cherished band—
Teacher, scholars, one and all,
Take us by the hand.
While I lead them, lead Thou me,
Father, Guide, and Teacher be!

—*Educational Gazette.*

SCHOOL GOVERNMENT.

BY R. D. CARROLL, MONROE.

The teacher is the soul of his instruction. A method or system however wise, is, of itself, but a pulseless mechanism. What the character of its results will be, depends upon the nature of the life breathed into it by him who uses it. Hence it is that the same system administered by different persons may be followed by directly opposite results. The very presence of a scholarly, clear-minded teacher quickens the mental life of a school, imparting a new joy to study, and an increased energy to thought. His intellectual resources constitute a sort of mental battery, which, at every point of contact with the pupil's mind, thrills it with a thought-imparting stimulus. What an inspiration to the poor brains that text books torment, is the advent of a teacher whose face, voice and manner are all articulate with the outflow of a surcharged mind and heart. What a vitalizing spirit pulsates through all his formulas and methods! On the contrary, no fogbank is denser than the intellectual atmosphere of a school presided over by an indolent, indifferent *lesson-grinder*, who doles out dreary pages by turning the crank of mechanical routine.

It is time the folly of substituting dry formulas and methods for vital teaching was abandoned in all our schools. Instruction cannot be successfully imparted by operatives following prescribed orders and methods. The teacher must be an *artist*, breathing into his work his own inspiration, and realizing therein his own sublime conceptions. The true teacher abhors a pulseless routine as nature abhors a vacuum.

Therefore, in determining the merits of any system of government for the school-room, we must not lose sight of the inner character and resources of him who administers it; for while one will succeed, another may adopt the same measures and fail, simply because he is deficient in executive ability. In short, the teacher is the potency of his own measures. If he is weak, they will be impotent. If he is strong in personal resources, they will be potent. Above, beneath and through all his methods and measures, runs the vitalizing influence of his own personal character—the power, not simply of his outward presence but of his inner nature also. In other words, from the heart of the teacher go out and surround every heart under his charge, spirit wires, through which his inner life sends out its own vital currents. If these currents are feeble, are destitute of magnetic power, his control will be weak unless sustained by outward force and appliances.

And here I wish to state that *physical force* is rarely necessary in the maintenance of order. Indeed it is not and cannot be an element of

good government. The authority that commands respect only because physical pain or the denial of inherent rights is certain to follow any manifestations of disrespect, is an authority whose existence should not be tolerated a moment longer than it can be overthrown. True obedience is not a plant that flourishes in the barren soil of slavish fear.

So when a teacher finds that he is unable to succeed without frequently resorting to physical violence, he should abandon the profession at once, for he may rest assured that complete success will never crown his efforts.

Thorough scholarship is the first element of good government. The moment your pupils begin to doubt your ability, you begin to lose your influence over them. A teacher should never appear in the presence of his class without thorough preparation; without being completely imbued with the spirit of his work, nor without breathing an energizing influence into the exercise. Do not cling tenaciously to your text-books, but throw them aside and convince your class that you are master of the subject. No matter how frequently you have gone over the same lesson, or how often you have explained the same subject, or elucidated the same difficulty, study it again before meeting your class; you will teach all the better for it, and control with far less difficulty. Teachers should bear in mind that the best of text books are only designed to be provocative of mental development; simply to suggest ideas which shall set in motion the whole train of intellectual machinery.

The second element of good government is "skill in imparting knowledge." Confusion is the result of disinterestedness, and where confusion is there is every evil at work. When we are interested in what another is saying, we manifest that interest by close attention. It may be set down as an axiom, that a listless audience is always a uninterested audience. The same principle holds good in the schoolroom. If the teacher has skill in imparting knowledge; if he can so simplify and classify the subject matter under discussion as to bring it within the comprehension of his pupils, he will secure their attention, and when that is accomplished the school will discipline itself without any effort on the part of the teacher. The teacher who fails to interest his pupils will invariably fail to govern them. But in order to secure interest, we must be interested. We must impart to their hearts and minds a little of the fire that burns in our own. This the mere "lesson hearer" cannot do, and the class retires from the recitation disgusted with the teacher and text-book, and poorer in ideas than before. Now, if the members of that class become restless and noisy, who is to blame? If punishment is to be inflicted, who should receive it?

The third element is love—love for those under your care, and love for your work. This is the secret influence,—the magic wand that shall open to you the child's intellectual resources and rouse into activity the latent energy of thought. Never slight a pupil on account of defects in appearance or manners or manifest indifference towards any one. Doubtless it is difficult, under all circumstaances, to wear a pleas-countenance, to answer each trouble kindly, and to soothe and aid them in their efforts to retrieve misfortunes. But if you would link them to yourself, if you would lead them in the path of duty and respectability, you must furnish indubitable evidence that you love them; and in all your actions seek only their good. When you have convinced them of this you posses a power over them more potent for good than can be derived from any display of mere physical force. They will obey you, not because they fear punishment, but for the purpose of retaining your confidence and approval.

A love for the work for which you are engaged is essential to success. No man can do that well which he does not love to do. A work performed from no higher motive than the mere compensation which it yields is never well performed. We must love for our works sake. And the task will not be difficult when we remember that it is the noblest work that can engage our attention, and consider the great results dependent upon its faithful execution.

The next element is firmness, and without their quality success can not be secured. Every requirement should be explicit, so as to be beyond the possibilty of misconception. Pains should be taken, not only to unfold the demand fully and fairly, but also to ascertain whether it is fully and fairly understood. Requirements should be fair, the product of natural wants, and made from sincere motives, then the teacher should press the demand for obedience with the most inflexible firmness. No demand should be made without the most mature deliberation, and when thus made should be ridgidly enforced, without regard to social position of social influence.

When the teacher is vacillating, or destitute of any settled plan, punishing to-day what he supposed to pass unnoticed yesterday, order and discipline cannot be long maintained.

Another essential element is vigilance. Nothing that transpires in the school-room should escape the observation of the teacher. Pupils should know this, and indeed they will not be slow in finding it out and profiting by the knowledge. The teacher has need of his eyes, and can make them the most effective agents in securing order and discipline. It is not necessary to call the attention of the entire school to every little infraction that may be committed. But let the offender know that your eye is upon him, that his conduct is perfectly understood, and the fault will not be likely to be committed again.

In conclusion I would state that a positive moral character forms the sixth element of success in governing. The teacher should stand before his pupils in the relation of a master spirit, the very embodiment of all he desires them to be. He should reflect by his daily actions the sublime influence of a holy Christian life, modeling and fashioning his character after the pattern laid down by the great Teacher of mankind. The more closely the teacher approximates the Christian scholar, the greater will be his success.

COMPARATIVE STATISTICS.

The Bureau of Education has published a circular of information, giving the population, and the number of literate, and illiterate persons in the different States, above 20 years of age, from which we extract the following, giving the comparison of four sections, of six States each:

New England States, comprising Maine, New Hampshire, Vermont, Massachusetts, Rhode Island and Connecticut. Population in 1860, 3,135,228; number of persons over 20 years of age able to read and write, 1,702,411; number of persons over 20 years of age who cannot read or write, 83,847.

Middle States, comprising New York, New Jersey, Pennsylvania, Delaware, Maryland and Ohio. Population 10,597,661; number of persons over 20 years of age able to read and write, 4,232,970; number of persons over 20 years of age who cannot read or write, 380,590.

Coast Planting States, comprising South Carolina, Georgia, Florida, Alabama, Mississippi and Louisiana. Population, 4,364,927; number of persons over 20 years of age able to read or write, 853,243; number of persons over 20 years of age, who cannot read or write, 1,125,269.

Central States, comprising Virginia, North Carolina, Tennessee, Kentucky, Missouri and Arkansas. Population, 6,471,887; number of persons over 20 years of age able to read or write, 1,840,327; number of persons over 20 years of age who cannot read or write, 1,035,926.

Northwestern States, comprising Indiana, Illinois, Michigan, Wisconsin, Iowa and Minnesota. Population, 5,436,176; number of persons over 20 years of age able to read and write, 2,446,969; number of persons over 20 years of age who cannot read or write, 181,825.

The majority in the last general election being 309,722, had less than one-fifth of the illiterate voters combined, they could have determined the election; and the non-reading and writing voters outnumbered the majorities in seventeen States; while a case on trial before a jury stands a chance of having in the different States about one in eight, and on the average about one in five jurors, who cannot read and write.

It appears that the largest proportion of foreign-born persons in any of the States is in California. It stands thus: Natives, 356,393; foreigners, 209,859. Wisconsin comes next. Natives, 690,320; foreigners, 304,845. The States with the smallest foreign population are North Carolina and Virginia. The latter, with a population of 1,221,383, has but 13,578 foreigners; while North Carolina, with 1,668,113 inhabitants, has but 3,022 foreign-born.

FEMALE TEACHERS.

It is said that two-thirds of all the school teachers in the United States are females, and the query is very naturally suggested, why is this so?

It is almost the universal custom to employ none but female teachers in primary schools. Two reasons are assigned for this. First, they are better adapted for training and teaching small children; and secondly, it is more economical. Female teachers are usually paid a salary in primary schools, not exceeding $400 per year, while male teachers with no better qualifications, and perhaps not a good, could not be secured for less than one $1,000 salary.

Female assistants in grammar schools usually receive a salary from $400 to $600, and female principals of the same schools about $1,000 or $1,200, while a male principal of the same school would receive a salary of at least $2,000.

Assistants in grammar schools seldom have their immediate care more than forty, and at the most fifty scholars each, while the primary school teacher is often compelled to govern and instruct, without assistance, not less than sixty of the juveniles.

Now we submit the question to every honest man capable of comprehending the position occupied by teachers, does is not require as high grade of teachers for primary schools, and are not their labors as arduous and preplexing as those of the grammar school teacher? Then why, we ask in all candor, this discrepancy in salary? Can a lady who teaches a primary school live cheaper than one in the grammar, school? Are not her expenses in every way equally as high, and are not her responsibilities much greater? And again, can a lady qualify herself for the position of a teacher at any less expense than a man for the same grade school? Can she live any cheaper—if she lives equally as well—than a man? Does she not, as a rule, attend to her duties with more fidelity and discharge them as acceptably?—*Public School Advocate.*

POLITENESS is real kindness kindly expressed.

ESSENTIALS FOR THE SCHOOL HOUSE.—It is very essential that school houses should be protected from the common by good inclosures; that outline maps, charts, globes, numeral frames, etc., ("teachers' aids,") should be placed at the service of the teacher. The argument is not a good one, that "Because *we* didn't use to have 'em, *they* must do without them now." If it is, then, farmer, throw away your reaper, mower, etc., and to all trades and professions, too, dispense with all the aids adopted in your department since you were boys and girls. It is desirable that shade trees should be set out, for both beauty and comfort; that good houses, out-houses, and wood sheds, should be built, and kept in good order. Whenever any of these are lacking, the district board and patrons of schools should understand they have not done all they could and ought to have done for the well-being of their children. Many districts have money in the treasury, lying idle, or bringing the treasurer a profit of 10 per cent., and yet lack nearly all the essentials to a comfortable and profitable school, but never think of finding fault with any one but the teacher. Some districts employ very expensive teachers, because they can be had for the least money. THEO. D. KANOUSE, *Supt. 1st Dist. Dane Co.*

Official Department.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

Q. Does an appeal lie when the supervisors take no action on a petition asking the alteration of a school-district?

A. The power to form and alter districts is given to the supervisors alone. Courtesy will dictate that petitions to do either, shall usually be considered, but the law does not *oblige* them to meet and act, unless they see cause. Until they do meet and act, and make some "decision," no appeal lies.

Q. Is a town treasurer entitled to fees, for the distribution of school money?

A. On all money coming into his hands as *taxes*, he is entitled to fees; but not for distributing to the several districts their share of the income of the school fund. This goes to each district undiminished, as apportioned by the town clerk according to the number of school-children reported as entitled thereto.

Q. When "delinquent taxes" are finally collected, must they be apportioned among the several districts, or paid over to the district or districts from which they were returned as delinquent?

A. Section 56 expressly provides that such taxes must be paid to the districts from which they were returned. They do not come under the provisions of section 61.

Q. Should a district clerk refuse to call a special meeting, if he thinks the object of the same is illegal?

A. He is not warranted in refusing for this reason. If the action proposed is of doubtful legality, he has no judicial power to resolve the doubt. It is to be presumed that the district, when assembled, will refrain from illegal action. If illegal action is taken, it can be set aside.

Q. When a school-house site has been selected and bargained for, can it be changed, at a special meeting?

A. A school-district has a natural right, like an individual, to change its mind. It can at any time change the site of a school-house. If a bargain has been made for a site, and is not carried out, the district may have to pay damages.

Q. Does the chairman of a district meeting preside at an adjourned meeting?

A. He does. If a meeting adjourns to a fixed time, whether for an hour, a week or a month, it is the same meeting on assembling again, and transacts business under the same officers.

Q. Is it the duty of the clerk to consult the other members of the board before hiring a teacher?

A. It is obviously proper and prudent for the clerk to consult the other members, still, it is not made his duty by law. If the board, or a majority of the board, are agreed beforehand as to a certain teacher, this is well; but if not, it is the province of the clerk to find and engage a suitable teacher. If either or both of the other members of the board see fit to withhold their indorsement of the contract of the clerk with the teacher, they have the legal right to do so, but should be prepared to show good and sufficient reason for so doing.

Q. If both members of the board refuse to indorse the contract, what is to be done?

A. The obvious answer to this question is, that under ordinary circumstances the board must compromise on some third party. It is manifestly wrong to keep the district out of a school, because the different sides of the board each insist upon having a particular teacher.

Q. Can a teacher, under any circumstances, recover wages under a contract merely signed by the clerk, and not indorsed by either member of the board?

A. Such a contract is not a legal contract, and a teacher cannot recover wages under it. If a person teaches a school, under agreement with the clerk, and the people send to it, and the director and treasurer simply neglect or refuse to indorse the contract, but make no objection or protest against the school being taught, it is possible a claim might lie against the district for "services rendered;" but it is very unwise for any teacher to commence or continue a school, without a regular valid contract.

Q. Can a district, at a district meeting, vote additional wages to a teacher, already, paid, according to contract?

A. A district can vote money, only as provided in section 19. All contracts and settlements with teachers are to be made through the district board. If for any reason it is felt by the people of a district that a teacher ought to have more than the board have contracted to pay, they can make up a purse by private contributions. Voting or paying out money, as a district, without clear warrant of law, naturally leads to trouble.

Q. Can a teacher recover wages after she has been notified, by a member of the board that she is dismissed, and is to discontinue teaching?

A. A school-board has power to dismiss a teacher for sufficient cause: i. e., a failure to fulfill the contract. But a single member of the board, or even two members, have no power to dismiss a teacher, without any previous action of the board in a regular meeting, called as provided in section 46.

Q. Is it lawful to teach on Saturday?

A. There is no law against teaching on Saturday, and district boards and teachers may contract, if they please, that the school shall be open on that day, and that it shall count as a school day. But if the contract is *silent* on the subject, then in settlement as to wages, Saturday is not to be counted or included, and twenty-two days are to be understood as making a month. This does not apply to any contracts entered into before the 1st of April, 1871, as the law regarding a teacher's month did not take effect till that day.

Q. What is to be understood by section 2 of the law in regard to the "estimation of time" (Chap. 168, 1871)—in case a board contract with a teacher to teach twenty days for a month, will five months of such teaching entitle the district to share in the apportionment of school money?

A. The meaning is simply, that even when, by the operation of law, Saturdays are not to be counted as school days, the requirement of 110 days to make five months still holds good, so far as the apportionment of money is concerned. The fact that the contract makes Saturday a school day does not of course lessen the number of days requisite to make the five months. On the other hand, if a contract provides that twenty days of teaching shall make a month, so far as the district and the teacher are concerned, this does not affect the requirement of 110 days to make up five months legal school. Where a district maintains school more than five months, it does not matter how many days the teacher teaches for a month, so far as securing school money is concerned; but if the school is to be maintained only five months, care must be taken that 110 days of legal school (including legal holidays) are secured.

Editorial Miscellany.

STATE TEACHERS' ASSOCIATION.

Below we give the programme in full, with other information.

The meeting promises to be one of unusual interest, and it is hoped that all earnest teachers will be present who possibly can. Every effort will be made we are sure, by those having matters in charge, to render the session satisfactory.

Nineteenth Annual Session of the Wisconsin Teachers' Association, at Madison, July 11th, 12th and 18th. 1871.

INTRODUCTORY EXERCISES—*Tuesday Evening, July* 11.

8:00—Discussion—the College and the Common School. Introduced by Hon. Samuel Fallows, State Superintendent.

Wednesday Morning, July 12.

9:30—President's Address,
10:00—Sub-Lecture, President Oliver Arey, Whitewater.
10:30—Paper—Mental Vision, Amos Whiting, Trempealeau.
11:00—Recess.
11:15—Report and Discussion—Compulsory Education.

Afternoon.

2:00—Business,
2:15—Essay—Education of Girls, Mary E. Wadsworth, Beaver Dam.
2:45—Recess.
3:10—Sub-Lecture—Isotherms of Wisconsin, Judge Knapp, Madison.
4:00—Essay—Plea for Culture, Eliza Graves, Kentucky.
4:20—Business.

Evening.

8:00—Lecture—Problem of Universal Education and the Conditions of its Solution in our Country, Pres. Wm. F. Phelps, Winona, Minn.

Thursday Morning, July 13.

9:30—Business.
10:00—Paper—What to Read, and How, Prof. S. H. Carpenter, Madison.
10:30—Poem, Mrs. H. E. G Arey, Whitewater.
10:45—Recess.
11:00—Discussion—Relation of Our Educational System to the Industrial and Moral Interests of the People.
12:00—Election of Officers.

Afternoon.

2:30—Sub-Lecture—Conditions of Success in the School Room, Prof. W. C. Whitford, Milton.
3:15—Essay—Sculptors, Mrs. M. E. Holmes, Berlin.
3:25—Reports of Committees.

Evening.

8:00—(The exercises for this evening are not yet determined.)

RAILROADS AND STEAMERS.

All divisions of the Milwaukee and St. Paul Railroad will sell *round trip* tickets at 60 per cent. of regular fares from all stations to Madison and return; and in case the station is not on a division extending through Madison, or connecting with it by some other division of the Milwaukee and St Paul Railroed, *round trip* tickets for 60 per cent. regular fare, will be sold to the station nearest Madison on the Milwaukee and St. Paul road. The Sheboygan and Fond du Lac Railway will return teachers *free,* on presentation of ticket of membership in the Teachers' Association, to conductors on the trains. The Wolf River steamers and the Goodrich steamers will return teachers *free,* on presentation of certificate of membership in the Teachers' Association, to clerks on the boats.

The West Wisconsin Railway will sell round trip tickets at all stations to Tomah at 60 per cent. of regular fare. The Madison and Portage Railway will sell round trip tickets at all stations to Madison, at 60 per cent. of regular fare.

All divisions of the Chicago and Northwestern Railway will sell full fare tickets *towards* Madison, and will sell return tickets at Madison, or at other points where the passenger left the Chicago and Northwestern road in going to Madison,

at one-fifth regular fare, on presentation of the certificate of membership in the Teachers' Association.

The Mississippi River steamers, Northwestern Union Packet Co., will sell tickets at full fare towards Madison, and at one-third regular fare returning, on presentation of the certificate of membership in the Teachers' Association.

The Vilas and Rasdall Hotels will entertain teachers at $2.00 per day. Boarding houses and other hotels will entertain at $1.00 to $1.50 per day. Teachers in parties or singly will be accommodated at any of the above rates, on application to the Local Committee at the Assembly Chamber, on arrival.

THE GREAT EDUCATIONAL CONVENTION.

THE National Educational Association will meet in St. Louis on the 22d, 23d and 24th of next August. The St. Louis Board of Education has offered all needed rooms, and a committee who have in charge arrangements for securing reduced rates on railroads, steamboats and at the hotels, have secured favorable answers. The general association will be presided over by Hon. J. L. PICKARD, Superintendent Chicago schools; but in accordance with the constitution of the association, adopted at the meeting in Cleveland last year, in addition to the general meetings, occupying two half days and three evenings, there will be held meetings of the several departments simultaneously during the rest of the time. These departments are as follows: (1) Higher Education, embracing universities, colleges and seminaries, presided over by CHARLES ELIOT, LLD., president of Harvard University; (2) Superintendents, state county and city, presided over by Hon. W. D. HENKLE, Commissioner of Public Schools for Ohio; (3) Normal Schools, presided over by S. H. WHITE, Esq., Principal of Peoria Normal School; and (4) Primary Schools, embracing all public schools, presided over by E. A. SHELDON, Esq., Superintendent of Oswego schools.

Each section arranges its own programme, and the exercises of each, judging from the programmes, will be very attractive.

We trust Wisconsin will be more numerously represented than it was last year at Cleveland.

OUR NORMAL SCHOOLS.

The Graduating Exercises at Whitewater took place June 28. A class of ten received diplomas.

We clip the following account of the exercises at Whitewater, from the *State Journal:*

WHITEWATER, June 28.—The Professors and students of the school, in company with Messrs. CHANDLER and WEEKS, and many friends of the institution, met at the Normal School building at 9½ A. M., and marched to Bower's Hall, led by the Whitewater Brass Band. The hall was crowded to overflowing to witness the "Commencement Exercises." The graduating class consisted of eight ladies and two gentlemen. Miss JENNIE ELIZA FOWLER made the opening address; subject, "Battle Fields," with a few very happy words of welcome before entering upon her subject. The other pieces were as follows:

"We See what we have Eyes to See."—By Miss Margaret McIntire.
"Unfinished Questions have no Pity for the Repose of Mankind."—By Miss Mary Colton.
"United Germany."—By Antoni Cajori.
"Rejected Models."—By Miss Dora L. O'Connor.
"My Boat is Launched; Where is the Shore."—By Miss E. C. Kinney.
"Per Aspera ad Astra."—By Miss Hannah Stackpole.
"Ancient and Modern Civilization."—By Miss Winnie Cole.
"Progress of Creation."—By William E. Anderson.

The presentation of the diplomas by President AREY concluded the exercises, which were interspersed with music by the Glee Club and Band. There was not a single failure. The graduates showed a high degree of culture, and if they suc-

ceed in imparting knowledge as they have in acquiring it, the boys and girls under their charge will be very fortunate. The closing address, by Mr. ANDERSON, was worthy a graduate of the University of Wisconsin.

The people of Whitewater are justly proud of the State Normal School. Mr. WEEKS, the Normal Regent of this city, and his accomplished lady, entertained the Faculty and friends last evening. DE LAMATYR.

At Platteville, twelve were to be graduated on the 5th of July. These twenty-one recruits to the ranks of our professional teachers will, we trust, give a good account of themselves, as their predecessors mostly have done.

THE OSHKOSH SCHOOL is expected to open about the 1st of September under the Presidency of G. S. ALBEE, late Principal and Superintendent of Racine, and a teacher of marked ability and success. The place of Assistant Principal has been tendered to ROBERT GRAHAM, Esq., of Kenosha, whose work for two years past in the Institutes, has given him a familiarity with the wants of teachers, and fitted him in no inconsiderable degree to work with reference to those wants.

The Board of Regents, after their annual meeting, propose to visit the north and northwestern portions of the State with a view to the location of the Fourth School.

THE STATE UNIVERSITY.

We extract the following from the report of the Examining Committee, consisting of Rev. H. C. TILTON, Rev. C. H. RICHARDS, Rev. WM. TEN BROEK, and Rev. ED. GRAHAM:

"We found the University in a prosperous condition. The Faculty and Instructors have performed their work with marked ability and faithfulness. They are entitled to your entire confidence and support. The examination of the classes evinced thorough instruction and earnest study. The classes of ladies showed a scholarship not inferior in any respect to that of the gentlemen. The Commencement exercises reflected great credit upon the Graduating classes, the Faculty and the State."

Below we give the names of the Graduates, with the subjects of their Essays and Orations:

LADIES

Salutatory, Miss Carrie E. Adams.
The Suggestive Imperfection of Nature, Miss Ada M. Robson.
Woman's Aim, Miss Adele M. Overton.
Beauty an End in Itself, Miss Carrie E. Adams.
Valedictory—After Graduating—What? Miss Sarah J. Hardenburg.

The addresses of these young ladies showed great thought and careful preparation. They were delivered in a distinct, pleasing manner. The compliments and boquets received by them were numerous and well deserved.

These ladies have conquered for themselves and their sex a position of which they may justly be proud.

GENTLEMEN.

Salutatory, Chas. N. Gregory.
Oration—Republicanism in France, Orvey J. Taylor.
The True Object of Education, Jno. A. Gaynor.
Representative Statesmen, Q. O. Sutherland.
Spectres, H. S. Bassett.
Journalism, J. W. Bashford.
Literature of Truth, A. Watkins.
The True Value of the Past, M. W. Pepper.
Consolations of Literature, H. Reid.
Abuse of Legislation, V. Underhill.
The Civil Service, J. F. Glover.
The Reformatory Power of Society, D. W. Grady.
Æsthetic Culture, Theo. L. Cole.
The Control of Physical Force, J. W. Whelan.
Progress of Literature, R. Orr.
The Authority of Government, John Stewart.
Law Class Oration—Lawyers as Conservatives, Burr W. Jones.
Valedictory Oration—Shadows, L. W. Colby.

The two valedictory addresses were written in excellent taste and given with good effect. We have not time to characterize all the other orations, but they were extremely creditable to the young gentlemen.

The oration by BURR W. JONES of the Law Class, on "Lawyers," was a noble plea for the profession he represents. It was brimful of true eloquence—eloquence of thought and feeling. We felt a heightened respect for the true lawyer after listening to the candid, discriminating argument of Mr. JONES.

PROF. KERR.—As we expected Prof. ALEXANDER KERR of Beloit has been elected Professor of Greek in the University, in connection with the headship of the Preparatory Department. Prof. KERR will make this Department a tower of strength instead of an element of weakness to the University.

OFFICERS OF THE ALUMNI ASSOCIATION.—The following is the complete list of officers of the Alumni Association for the ensuing year:

President—SAMUEL FALLOWS; *Vice President*—R. M. BASHFORD; *Secretary and Treasurer*—H. W. CHYNOWETH; *Orator*—T. B. CHYNOWETH; *Alternate*—C. A. SMITH; *Poet*—W. E. HUNTINGTON; *Alternate*—J. A. GAYNOR.

The Board of Regents have elected Rev. J. H. TWOMBLY, D. D., of Charlestown, Mass., President of the State University.

Dr. Twombly is a graduate of the Wesleyan University, Middletown, Conn. He has taught very successfully as Professor in the well known Wilbraham Academy, Mass. He was for four years Superintendent of Schools in the city of Charlestown where he has long resided. He has been for twelve years a member of the Harvard Board of Overseers, and for some time a trustee of the Boston University. He has been identified ever since his graduation with educational interests in different relations and has given marked satisfation in them all. He has been a popular and successful pastor of some of the most prominent New England Methodist Churches, and has specially distinguished himself for financial tact and skill.

Dr. Twombly, though a New England man, is fully alive to the wants of the West. He is filled with the western spirit. He believes in a glorious future for our State University, and pledges himself to bring whatever of brain or heart or body he may possess to advance its interest.

He believes most heartily in the thorough culture of women and the *equality* of both sexes before the great law of education in our state. He will endeavor to bring the University into close relations with our common schools and normal schools and thus solve the problem of the unity of our educational system over which many of us have been so long toiling.

Executive ability and good common sense are the traits of his character emphasized by his many friends in the East, who know him best, and these friends are among the leading educational men in new England. We think the omens are propitious for the future of our loved Alma Mater under the leadership of Dr. Twombly.

THE COLIBRI OR MATHUSHEK PIANO.—Having had one of these newly invented instruments for some time in our house, we take pleasure in saying that it proves itself, so far, all that is recommended. The size is about two feet shorter than most square pianos, and about half the weight. Although small, it has the sweetness and strength of tone of the best Steinway or Chickering. It is thoroughly made, a beautiful ornament for the parlor, and it is alleged that it will improve with age instead of deteriorating as most pianos do. The greatest drawback to the expense of an ordinary piano is, that in a few years it sounds wiry and harsh. We recommend our friends to examine this instrument. The small size is not the least of its excellencies. See advertisment on our last advertising page.

Query Box.

With this opening, answers are given to all past questions, up to No. 14.

4. In ascertaining the cubic contents of a pile of wood, is it proper to say that we multiply feet by feet?

Another answer is given to this query:

I think that in the operation of finding the contents of a pile of wood the factors and the product are abstract, and that the product, made denominate by receiving the name cubic feet, is the contents of the pile. In the operation, 8 = the number of square feet that are in a perpendicular row at the end of the pile, and 4 = the number of rows; then $8 \times 4 = 32$ = the number of square feet in the surface of the end of the pile; also, 32 = the number of cubic feet contained in a section of a pile one foot in length and 40 = the number setions, then $32 \times 40 = 1280$ = the number of cubic feet in the pile. That is, we have found a product (1280) equal to the number of cubic feet in the pile, and hence we call it 1280 cubic feet. L. A. P.

6. Must the divisor and dividend always be *like* numbers, in order to find a quotient? L. M. B.

No. The divisor and dividend *may* be like numbers, in which case the quotient is abstract; or they may be *un*-like, when the divisor is always abstract and the unit of the quotient is the same as of the dividend. *Examples.*—$8÷$2=4. Here the quotient shows into how many parts of $2 each, $8 may be divided. $8÷4 =$2. Here the quotient shows the value of 1 part when $8 is divided into 4 parts. L. A. P.

7. What provision has our government made for common schools?

Our general government has not provided for common schools directly, such provision being left to the several states. Indirectly, it has done much for schools. Our school fund owes its existence to the policy of the general government, and so in many other new states.

8. If assistants or janitors fail to do their duty, what remedy has the principal?

First, that of doing his own duty more thoroughly, and thus applying the force of a good example; second, kind reminders or expostulations; third, the authority of the school board; fourth, resignation. The two first seem to be the best.

11. To what extent should teachers use "keys" in school; or should they not be used at all?

"Keys" imply locks. It were better that the teacher have no locks on the problems which he has to solve; that is, that he be master of the subject. But if a key becomes necessary, it will inspire more self-respect to acknowledge it than to conceal it—to keep the key a secret.

12. What are the differences between the government of the United States and that of England?

The governments both of this country and of England consist each of three branches: the Legislative, the Executive, and the Judicial. The Chief Executive in this country is chosen by the people, for a specified time; in England the office is hereditary, and is occupied by a person styled king or queen. The Legislatures of both countries are divided into two Houses; in England, the House of Lords, and the House of Commons; in this country, the Senate and the House of Representatives. The members of the House of Lords consist of the higher Bishops and Nobility, the House of Commons of members chosen by the people. In this

country the Senators are chosen by the Legislatures of the different States; the Representatives are chosen by the people. The Chief Executive of England has an absolute veto power, though that power has never been used. These are some of the differences in the government of the two countries. P. P. IVERSLEE.

13. Given $x^2+y^2=65$;

$x^3+y^3=407$; To find x and y.

Also solve the same in the general form:

$x^2+y^2=a$;

$x^3+y^3=b$; To find x and y. ALPHA.

Ans. $x^2+y^2=65$ (1)

$x^3+y^3=407$ (2)

Factoring (2) $(x^2-xy+y^2)\ (x+y)=407$

Substituting n for $x+y$ and t for xy in (1) and (3) we have $n^2-2t=65$ (4) and $n(n^2-3t)=407$ (5)

By comparison, $\left(\dfrac{t=\dfrac{n^2-65}{2}}{t=\dfrac{n^3-407}{3n}}\right)$

$\dfrac{n^2-65}{2}=\dfrac{n^3-407}{3n}$ (6)

$3n^3-195n=2n^3-814$ (7)

$n^3-195n=-814$ (8)

Transposing and factoring (8) $(n-11)\ (n^2+11n-74)=0$ (9)

From (9) $n=11$ (10) and $n^2+11n=74$ (11)

$n=x+y=11$

$x^2+y^2=65$

These equations, easily solved, give $\left(\begin{matrix}x=4 \text{ or } 7\\ y=7 \text{ or } 4\end{matrix}\right)$ Ans.

(10) Gives $n=\left(\dfrac{-11\pm\sqrt{417}}{2}\right)$

Which being substituted give the other roots of the equations. C. W. D.

14. Is the figure printed on the blank contracts in common use considered equivalent to a revenue stamp?

We should rather think not, in the eyes of Uncle Sam.

15. If I had bought at 10 per cent. less I would have gained 15 per cent. more; what was the per cent. of gain?

An arithmetical solution required. L. A. P.

16. What is meant by "relation," as applied to prepositions? What is the relation shown in the following sentence? I ran into the house. L. A. P.

17. Teachers need more time than they now have (to do justice to all concerned), and what are they to do, now there are more studies added to their work?

RICHLAND COUNTY.

18. Are teachers allowed the time they spend at Associations for Teachers?

I. R. S.

Section 43 of the law of 1869, relating to Normal Schools, provides that a district board may give teachers the whole or any part of the time spent by them in attendance upon institutes in the county, but this does not apply to Teachers' Associations. (See School Code, p. 158.)

19. Is the expression "Compound Numbers" a correct one?

20. In the expressions, 100 feet, 200 feet, etc., does feet form part of the number?

21. A man bought a horse for eighty dollars, sold him for ninety dollars, and afterward bought him for one hundred dollars; did he gain or lose, and how much?

He first paid $80 for the horse; sold him for $90, and of course gained $10. He then purchased the same horse for $100, which, being equivalent to the first cost ÷ ten dollars ÷ the ten dollars gained, or, to ninety dollars ÷ the ten dollars gained, shows that the horse finally cost him $90. Therefore in buying the horse the second time he lost $10. L. C.

22. Why is not all the pure air of earth turned into carbonic acid gas in process of time?

23. Why are leaves green in spring and yellow in autumn?

24. Is it ever Monday all over the earth at the same moment?

25. Why is the presidential mansion called "The White House?"

26. Why is snow white?

27. What is dew? Explain the dew process.

28. Why are not rain drops all of a size?

29. Why is the water of the ocean salt?

30. Rufus Choate is said to have given the following as a spelling lesson. It contains some twelve or fifteen words rather liable to be misspelled; in fact some of them may be spelled wrong even here. Test yourself and friends on the subject:

It is an agreeable sight to witness the unparallelled imbarrassment of a harnessed pedler attempting to guage the symetry of a pealed onion which a sybil has stabbed with a poinard regardless of the inuendos of the lilies of the cornelian hue.

31. The following is an enigma said to have been written by Mr. Canning, which for a time baffled the skill of all England to solve:

"There is a word of plural number,
A foe to peace and human slumber;
Now any word you chance to take,
By adding 's' you plural make;
But if you add an 's' to this,
How strange the metamorphis is;
Plural is plural then no more,
And sweet what bitter was before."

Educational Intelligence.

WISCONSIN.

Black River Falls.—The *Banner* says the school in that village, taught by Mr. J. Burk, closed on June 14th, for a short vacation, and that as was anticipated, he has proven himself an excellent teacher. By his devotion to his duties he has endeared himself to his pupils and gained the confidence and esteem of the parents.

Fond du Lac City.—The editor of the *Commonwealth* having lately visited the Grammar School on First Street, says: "Being informed by Miss Everdell, that the order of lessons was immaterial to her and to the pupils, we expressed a desire to listen to the History classes. The mode of recitation was somewhat new. A number of questions had been written the night previous and deposited by the pupils in a box. These questions were written by each member of the class, and selected at the discretion of the scholar from any part of the year's course. The papers were drawn before the recitation. This method, repeated for several days becomes a thorough one, certain restrictions being put upon very simple or frequently repeated questions. The history course covers the period between the Discovery of America and the Close of the Revolution. All principal events are

thoroughly learned and were recited with their respective dates, very promptly and correctly. Some of these self-made questions embraced a number of points, for children are seldom superficial in their examination of each other's abilities." He speaks highly of the new school house as well as the school.

GRANT COUNTY.—An Institute will be held in Lancaster, commencing July 18th, to continue two weeks, and a joint Normal Institute will be held in Muscoda, commencing July 7th, to continue four weeks. This last will be attended by the Superintendent and teachers of Richland as well as Grant county.

Supt. HOLFORD says: "My Institutes that I have been holding on each Friday and Saturday, at different small villages for some time past, have not been a failure, although not so well attended as I had desired. Through them many "country" teachers who heretofore, could not be induced to "come out," have been reached and waked up to something of a sense of their duty. Most of them now promise to attend the long Institutes to be held at Lancaster and Muscoda."

GREEN COUNTY.—The best and most profitable Institute ever held in this county has just closed. There was a great interest taken in all of the exercises from beginning to end. We had a regular attendance of one hundred or more teachers, and when we take into account that many of them came the distance of twenty-five miles by private conveyance, I think it safe to say that the teachers are becoming more and more interested in their work. Give Mr. GRAHAM the teachers to work with, and there is no such thing as fail. He has the happy faculty of showing a person his shortcomings and needs, without offending or causing an undue feeling of mortification. Many of the teachers feel that Mr. GRAHAM has been rather severe, but no more so than the occasion required. All unite in saying Mr. GRAHAM is "the right man in the right place," and all hope he will be continued in this good work to which he seems so admirably adapted.

Outside of our own teachers we received valuable aid from Assistant Superintendent PRADT, Professor CHAMBERLAIN, of Whitewater; ALBERT SALISBURY, of Brodhead; Mr. SPRAGUE and Mrs. HARRINGTON, of Brodhead, and Mr. DE LA MATYR, of Elkhorn. There was a much greater interest manifested by the citizens of our village than heretofore, Senator HALL and many other prominent men being with us every day. There was a great amount of hospitality manifested by the good people of the town, taking the teachers to their homes and making it as agreeable as possible. A. H. ADAMS & Co., of Chicago, very kindly furnished one of Holbrook's Tellurians, which in the hands of Prof. CHAMBERLAIN gave us an interesting lesson in Mathematical Geography. When we closed there was a general wish on the part of all concerned for more of the Institute work.

D. H. MORGAN, *Supt.*

KENOSHA COUNTY.—In a late number of the Kenosha *Telegraph*, Superintendent BARNS aptly says: "Only eight visits by district officers have yet been made to the summer schools in this county. So say thirty-eight teachers' reports received up to this time. The number of officers in the districts reported is 114. Will our good friends who are in the habit of denouncing the county superintendency, and saying so much about the infrequency and inadequacy of the superintendent's visits observe that during the year past he made four times as many visits, as have the 183 district officers in the county taken together! The law is as explicit relative to visitation by district officers as by the county superintendent." He adds that, "As far as ascertained, less than one-half of our teachers are engaged for twenty-two days per month, that two or three, who are teaching said number of days, are

teaching Saturdays illegally, and that a large delegation will attend the State Teachers' Association."

LA CROSSE CITY.—The vote for aid to the State Normal School in La Crosse, sa ys the *Democrat*, was almost unanimous. The sum asked is $25,000.

MONROE COUNTY.—A Normal Institute, of four weeks duration, will be held in the village of Dorset, commencing October 3d, and the ordinary Institute of four days, will be held at Tomah early in September.

ROCK COUNTY, FIRST DISTRICT.—This Superintendent district embraces, we believe, two Teachers' Associations. Of the northern one, or "No. 1," J. B. JONES was elected President, at the last meeting held at Evansville, June 3d; GEO. RUMMILL and Miss J. E. LITTLE, Vice Presidents; Miss O. V. TAGGART, Secretary, and Miss M. W. THAYER, Treasurer. The Association is to meet quarterly. Success to its efforts.

WAUKESHA COUNTY.—From a report by Superintendent GREEN, in the Waukesha *Freeman*, we learn that at the five public examinations which have been held this spring there were present 213 applicants, 31 less than last spring. He adds: "That about 67 per cent. received full certificates, 11 per cent. limited certificates, and 22 per cent. were refused certificates. The number of those who failed is about 20 per cent. less than last spring. This, undoubtedly, is owing to the fact that there were not so many young applicants as last spring, the average are being about one year older. Everything considered the examinations have been very satisfactory."

PERSONAL.

THE valedictorian in the graduating class of the young ladies' department of the State University had for the theme of her essay at commencement, on Wednesday last, the question, "*After Graduating, What?*" She answered the question theoretically in a very satisfactory manner; and a few evenings thereafter answered it in a more practical manner by marrying the valedictorian of the male department of the University.—*Milwaukee Wisconsin.*

The above is a very well constructed paragraph, and will doubtless travel round the world notwithstanding that what makes it particularly taking, is not true. The young lady, who, in her valedictory, queried, "After Graduating, What?" is not married yet, as far as heard from, and her marriage to the valedictorian of the male department is impossible, he having already been wedded to the feminine valedictorian of two years previously. Something has confused the *Wisconsin* editor.—*State Journal.*

The lady last alluded to was Miss CLARA B. BEWICK, formerly assistant in the Female College of the State University, and more recently in the Fort Atkinson High School.

MRS. I. N. STEWART, of the Union school at Waukesha, has been appointed a member of the committee of examination for the Whitewater Normal School for the present year. We believe this is the first instance of a lady's being selected for such a position, and the selection is one of the best that could have been made. We hope the example will prove worthy of being followed in the future. If a lady if competent to teach, we see no reason why she should not be competent to form and express an intelligent opinion respecting the teaching of others; and if she is thus competent, certainly nothing can be said against her employment for that purpose.—*Waukesha Freeman.*

J. BURNHAM, formerly superintendent of Waupaca county, and at present principal of the public schools in Waupaca, was quite ill during the latter part of the summer term. We hope he has recovered.

REV. DR. ANDREW P. PEABODY, of Harvard College, is to deliver an oration at Beloit College, at the commencement in July.

DON'T WANT IT.—The following comes from a teacher who does not seem to place a high estimate on educational journals. We have not ventured to correct her punctuation:

——— MAY 4th 1'71

SIR I told you, that I would not take the journal. (only with this lady) And it is of no interest to me, I did think I would return your books: if you want them you can have them; they are of no use to me, Teachers are not able to support such works, They are paid a salary sufficient to support them. and very little extras, So of course we are not foolish to endulge those things that are of no use to us, I do not want to take the Journal, Humble yours &c ——— ———.

GENERAL.

YALE COLLEGE has had 87 professors.

DR. AIKEN has resigned the Presidency of Union College.

ILLINOIS has 28 colleges, Wisconsin 14, Iowa 13 and Minnesota 2.

DR. ANGELL, President elect of Michigan University, delivered his Inaugural, June 28.

PRESIDENT WHITE of Cornell University, Utica, has given the Institution $50,000.

THE CORNER STONE of the Pennsylvania Female College was laid at Pittsburg a few days ago.

REV. JOHN MONTEITH, of St. Louis, is appointed Superintendent of Public Instruction in Missouri.

ST. LOUIS has forty-eight public school buildings, which altogether are valued at $1,730,000. There are 466 teachers and nearly 27,000 pupils.

THE Michigan Agricultural College has 146 students, of whom eighty are freshmen. Of the new students, seventy-five per cent. are farmers' sons.

PRESIDENT ASA D. SMITH, of Dartmouth College, delivered the address before the Alumni of the Yale Divinity School, at its anniversary, May 18th.

IT is proposed that the friends of John A. Andrew should endow a Professorship in the Law Department of Howard University—the said Professorship to bear his name.

MASSACHUSETTS has four State Normal Schools. The male principals of these schools each receive a salary of $3,000, and the lady principal of Framingham receives $2,500.

EX-SENATOR H. R. REVELS (colored) has been elected President of Alcorn University, at Jackson, Miss. Mr. Revels was nominated by Gov. Alcorn, and the election was an unanimous one.

EXPERIENCE.—The seven Professors in the principal Normal School in Illinois, (at Normal), including President Edwards, have had an average *experience* in the work of more than ten years each.

PROF. H. S. ENGLISH, Principal of the Cairo public schools, and widely known through his connection with various educational institutions of Southern Illinois, died recently. He was originally from Vermont.

THE German University of Marburg promoted the excommunicated Professor Dollinger of Munich, to honorary member of laws, and the German University of Jena awards Gerhard Rohlfs, famous for his travels in Africa, the honorary degree of doctor of philosophy.

THE whole number of teachers in Ohio is 21,626; in New York, 28,310; in Illinois, 19,037; and in Pennsylvania, 17,612. The average wages of male teachers in Ohio are 31 per cent. higher than in Illinois, while the wages of female teachers are only 1½ per cent. higher.

THE head-masterships of the great public schools in England are very valuable. Eton is worth about $30,000, with a large residence; Harow, the same. Rugby, about $20,000. In former days head-masters usually became bishops, but they are not so certain of mitres now.

THE REV. CHARLES A. AIKEN, D. D., LL. D., formerly Professor of Latin at Dartmouth College, and since at Princeton, and more recently President of Union College, Schenectady, N. Y., has accepted the Professorship of Christian Ethics and Apologetics in the Princeton, N. J., Theological Seminary.

THE PEABODY FUND AND SOUTHERN EDUCATION.—The far-seeing philanthropy of George Peabody is producing valuable results. It appears by the annal report of the trustees of the Peabody fund, that the Southern States have reaped substantial benefits from that benefaction. A few years ago, the city of Richmond had no public schools—the first year of the operation of the trust fund, $2,000 were contributed for this purpose, to which the city added $10,000, and the yearly municipal expenditure is now $42,600, a sum sufficient to support thirty-nine white and thirty-three colored schools. Richmond also has a normal school, to which the Peabody Fund contributes $1,000 annually. New schools are also opening, under the encouragement of the Fund, in Lynchburg, Alexandria, Staunton, Lexington, Manassas, and many other towns in Virginia. In North Carolina, the Fund has aided twenty-one schools during the past year; in South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas and Arkansas, the fund has also been made useful for educational purposes. In Tennesse, says the report, although the state abolished its school law about a year ago, and substituted an inefficient county system in its place, the people have taken the work into their own hands, being determined to maintain free schools till there shall be a law requiring them. There are more than thirty such schools, which would not have existed but for the aid rendered by the Peabody Fund. If no other results than these were visible, they furnish a sufficient answer to the ungracious criticisms published during Mr. Peabody's lifetime, concerning the disposition he chose to make of his ample fortune. Yet this fund is only a part of the charities he bestowed.—*N. Y. Com. Advertiser.*

GIFTS FOR EDUCATION seem to be increasing; we notice the following as recently made: SAM'L WILLESTON, a rich manufacturer in Easthampton, Mass., has offered Amherst College an endowment of $500,000 on condition that the name be changed to Willeston University——WILLIAM CARLETON, of Charlestown, Mass., $50,000 to the college at Northfield, Minn., which will hereafter be known as Carlton College. ——Capt. RICHARDSON, of San Francisco, $250,000 towards a College of Mining, Civil Engineering and Architecture, in Chicago, in connection with the Lake Forest University——ERASTUS CORNING, $200,000 for an Episcopal Female Siminary, in Albany, N. Y.——D. APPLETON, the publisher, $20,000 for a school house in Appleton, Mo.——SENATOR POMEROY offers $10,000 towards the endowment of a Medical Professership for ladies, in Howard University, D. C. The donators do not *all* seek to have their names perpetuated.

PRUSSIAN TEACHERS.—Prof. Kirkmayer, of Bridgeport, Mass., himself a Prussian, said in a lecture at Plymouth, that in Prussia a teacher must not only be educuated, but also religious. The normal schools in Prussia are placed in small towns, in order to prevent having dissipated students. Before the late war, Prussia had 3,000 teachers and 30,000 students. Before entering, the student must undergo a very severe medical as well as mental examination, and must promise to teach at least three years in Prussia. And if a teacher should become infirm or in any way unable to teach, a pension of one-third of his or her wages is allowed.

THE class of '71, of Union College, have resolved to revive the practice of celebrating graduation by a class-day, with appropriate exercises. This custom has become obsolete in Union, but we are glad to see it revived by the Seniors, who are alive to everything that will add pleasure to their course. It will add much interest to the exercises of Commencement week.—*N. Y. Globe.*

THE Amherst Senior who hired the hall in Amherst for a lecture Commencement evening, that his classmates might not have a Commencement ball, has been euchered by the proprietor of the hall, who says: "The hall was rented for a lecture at lecture prices, and the audience will be dismissed and the gas turned out at 9:30 P. M." So the class will have their "hop."

THE Williams College cabinet has recently been enriched by the addition of a collection of silver ores from the Rocky Mountains, and shells from the ancient shell heaps of Maine, the gift of President Chadbourne, with a hundred specimens of Syrian shells, presented by C. W. Calhoun, of the sophomore class.

A SCHOOL OF PHILOLOGY is to be established at once, in connection with the Department of Philosophy and the Arts, in Yale College, embracing a two years' course of study, and to be open to graduates of that and other American colleges.

AN OLD COAT'S advantages are numerous. People will not think it worth while to pick your pockets—the ladies will not bother you with their insatiate love, and you will not be teased to take tea with your acquaintance.

THE Atlanta (Georgia) Female Institute has added a department of physiology, hygiene, and physical training.

Odds and Ends.

A CINCINNATI school teacher attempted to punish one of her scholars a few days ago, but, by a blow upon her head with his slate, he knocked her senseless.

EVERY PARENT is like a looking-glass for his children to dress themselves by. Therefore parents should take care to keep the glass bright and clear, not dull and spotted, as good example is a rich inheritance for the rising generation.

A SCHOOL COMMITTEE in a frontier district are reported to have summed up their opinion of the examination which they had attended by making to the pupils this address; "You've spelled well, and you've ciphered good, but you haint sot still."

A TESTIMONIAL to the skill of a chiropodist, published in an English paper, testifies that "four or five years ago he successfully extracted several corns from my feet without pain, as also a member of my family, which have not returned since that time."

A rough individual, whose knowledge of classical language was not quite complete, has been sick, and on recovering was told by his doctor that he might take a little animal food. "No sir," said he, "I took your gruel easy enough, bnt hang me if I can go your hay and oats.

A LAD named John Osborne, aged sixteen, while in attendance at the public school in Canandaigua, the other day, indulged with other scholars in violent exercise by jumping during the recess. Just as the bell rang calling in school, he suddenly fell and expired. Violent exercise no doubt was the cause.

FOR a specimen of logical consecution of ideas, we venture to commend this from a school-boy's commposition: "Tobacco was invented by a man named Walter Raleigh. When the people first saw him smoking they thought he was a steamboat, and, as they had never seen a steamboat, they were frightened"

THE celebrated Scotch surgeon, Dr. James Syme, used to give his students the following rules to insure success in practice: 1. Never look surprized at *anything*. 2. Before stating your opinion of a case on your second visit, ascertain whether your previous directions have been complied with. 3. Never ask the same question twice.

It is said that the salary of President Eliot, of Harvard College is $3,200, and of the chief cook of the Parker House, $4,000. "There is nothing very alarming in this statement," says the Boston *Traveller*, "it only suggests that there are more men, fited for the presidental chair of colleges than are capable of taking charge of kitchen of a first class hotel.

GEN. R. K. SCOTT, states that he recently found on a plantation near Charlestown, S. C., a man working as a common field hand who was highly cultivated, and capable of speaking and writing ten languages, Greek and Arabic among them. He earned so little that he was forced to teach school in the evening to support himself in the simplest manner.

THE discovery of ancient outlet of Lake Superior is mentioned by professor Winchell the director of the State Geological Survey of Michigan, in his last report. It is a deep valley, bordered with high bluffs, and runs from Lake Superior to Green Bay in Lake Michigan, suggesting the practicability of a ship canal along the same route, with a view to shortening the voyage between the ports of the two Lakes.

THE INJURY sustained by the cross on the spire of the Strasbourg Cathedral has been repaired. It was a difficult and dangerous undertaking. It will be remembered that a missile from the besiegers accidentally struck the cross, a few minutes after 12 o'clock a. m., on the 15th of September. This was a shell aimed from a distance of 6,500 metres, and which, to strike the cross, had to ascend nearly 500 feet in the air.

AN IRREVERENT Athens correspondent, speaking of the new railroad from that city to the Piræus, says: "Think of Socrates soliloqizing over a steam engine, Diogenes with his tub, deadheading it to the Piræus, or haggling about a seven cent ticket; or Euripides working up a railroad catastrophe into one of his polished tragedies; or the courtly Xenophen taking topographical notes for his 'Anabasis' from the window of a sleeping-car; or of Alcibiades lolling in the smoking car and playing a game of high-low-jack for the cigars."

Literary Miscellany.

ANGELS' VISITS.

BY REV. SAMUEL W. DUFFIELD.

Some brief, sweet smile
Which gladdens us ere while
And cheers the labor of a weary mile.

Some single word,
Which now and then has stirred
Our spirits with a sense of strength conferred.

Some clasping hand
Whose worth we understand,
When friends are few and famine walks the land.

Some hope, whose ray
Lights up a darkened day,
And calls us into praise while yet we pray.

For, ever so
The angels come and go,
And lift long wings above us ere we know.

And heaven is near,
Because a message clear
Drifts down through dimness of our atmosphere.

ART AS A PROFESSION IN ENGLAND.

GILBERT HAMERTON, in his "Thoughts about Art," which Messrs. Roberts Brothers have reprinted in a very tasteful little volume, has a chapter on the painter in his relations to society, from which it appears that artists as a class are not held in the highest esteem, socially, in England. Eminent painters who have become powers, are of course flattered and made much of; but young members of the profession, simply because they are of that profession, are treated with an indifference which society does not show to young barristers, or young curates, or young gentlemen in the army. A nobleman's daughter might, without losing caste marry an officer of low grade, or even a country parson; but an artist! Painting as a pursuit is not held quite respectable. A man of rank would shock the susceptible nerves of British good society if he took to painting otherwise than as an amateur. Thackeray, who knew English character root and branch, shrewdly made Clive Newcome only a dabbler in art. It is poor J. J. Gridley, the Butler's son, who is the true genius. "You will order Clive not to sell his pictures, wont you?" writes Ethel to the Colonel from Baden; "I know it is not wrong, but your son might look higher than to be an artist. It is a rise for Mr. Gridley, but a fall for him. An artist, an organist, a pianist, all these are very good people; but you know, not *de notre monde*, and Clive ought to belong to it." Almost always when a painter appears in the plot of a modern French or English novel, the reader is strongly impressed by the gentleman's social nonentity. Even the poets, who ought to be more liberal, play upon the same string. Mr. Hamerton illustrates this with a verse from "The Lord of Burleigh:"

"He is but a landscape painter."

The little word *but* tells the story. It is the condensed breath of prejudice moulded into a syllable. The damaging qualification as applied to painting, is in perfect keeping with the tone of English society.

EXTENSIVE ART-GALLERY.—Next to the Bible, no book is more useful than Webster's Dictionary. The Unabridged is *an extensive art gallery*, containing over three thousand engravings, representing almost every animal, insect, reptile, implement, plants, etc., which we know anything about. It is a vast library, giving information on almost every mentionable subject. It indeed has been well remarked that it is the most remarkable *compendium of human knowledge* in our language.—*Household Advocate.*

SHORT SIGHT.

Short sight is frequently the penalty of learning. It follows, the *Saturday Review* says, very closely upon the amount of education by books. The Germans have the shortest sight of all nations, aggravated as the defect is by the small thin type and coarse paper in popular use in that country. Convexity of the lens of the eye is induced by a habitual adjustment to a near-focus. Among sailors, whose eyes are directed so much toward distant obiects on the horizon, is generally found the longest.

In the English and American armies efficiency of sight is one of the manifold qualifications in the recruit; but a pair of spectacles in the German ranks causes no greater surprise than a pipe does. But for the spectacled rank and file, where would have been the million of men whom Moltke undertook to place within a fortnight on the Rhine? Removed from study and indoor duty, and put to active outside work, the power of vision in a short-sighted person will improve.

The *Saturday Review* adds that with the spread of education by books to lower and lower strata of the social mass, a practical solution of the problem how to utilize short sight in war will have to be faced in real earnest, as the necessity of the case has forced it upon the Germans.

HARTLEY COLERIDGE.—This young man, who should have adorned the highest walks of literature and genius, perished in intemperance. The son of Coleridge, the nephew of Southey, the favorite of Wordsworth, the friend of Prof. Wilson, dear to a wife and renowned circle of friends, gifted by nature with the finest mind and the tendrest heart, endowed with education that ripens genius, deeply combined with religious feelings, the crown of princly natures, what might he not have been?

What did he become? Alas, what a beacon to warn?

At Oxford his extraordinary powers of conversation procured for him numerous invitations to literary fashionable parties, which were in reality wine parties. He knew that he was expected to talk, and talking was his delight. On whatever subiect, literature, politics or religion, he could hold forth by the hour in strains that held his hearers spell-bound in wonder and admiration. Amid such scenes the habit of wine drinking overmastered him, unnerving his will and smiting him with moral paralysis.

He struggled at last against his chains, but only too late and too ineffectually. And on another tombstone must truth inscribe, Genius in Ruins through Wine the Destroyer.

THE NOBILITY OF KNOWLEDGE—It was impossible to be in the colored regiments, or to be associated with any of the institutions for their education since the war, and not notice the elevating influence of knowledge. One of the chaplains of our dark regiments had a body-servant named John Green. One morning John entered the tent to kindle the fire. His task was soon done, the chaplain still slumbering, as John supposed. And now the man began to study the lesson set him the night before: "Thou God seest me." He began to spell the first word: T-h-o-u. "John Green," he said to himself, "what is that? what did master say that was?" Looking and hesitating a while, he at last uttered, "*Thou.* John Green you have it." Thus he spelled and pronounced through the sentence, stumbling considerably at the two-syllabled word, "seest," but finally deciphering the whole and reading it. Then, stretching himself up to his full height, he exclaimed, "John Green you have it. You can read. JOHN GREEN, YOU ARE A MAN!"—*Lippincott's Magazine.*

PROF. SIMON NEWCOMB of the United States navy, has returned from his tour in Europe. During the past seven months he has visited all the principal observatories of the old world, and has taken extracts from records of observation extending back many years, with a view of making more perfect his tables of the sun, which have gained for him such a high position as an American astronomer. In December last he observed the eclipse of the sun at Gibralter, and was very successful in obtaining a view of the corona. At Rome, Berlin, Pulkowa, Greenwich, Paris and other cities he was cordially received by the scientific gentlemen. During his stay in Paris (which he left only on the second of May), he resided, by invitation of the director, within the enclosure of the observatory walls. Mr. Newcomb is the youngest member of the American Academy of Arts and Sciences.

New Publications.

BOOKS.

THE KINDERGARTEN.—A Manual for the Introduction of FRŒBEL'S System of Primary Education into Public Schools, and for the Use of Mothers and Private Teachers. By Dr. ADOLPH DOUAI. With 16 Plates. 12mo; pp. 138. New York: E. STEIGER. 1871.

The Kindergarten is a German invention and its literature is mostly German. DOUAI's little Manual has the merit of simplicity and cheapness, and will be found well adapted to the wants of those who wish to give that system a practical trial. The introduction is followed by kindergarten games, with music. The words for these, and for the child-like poetry and stories that come after, are in both German and English. The plates are small, but illustrate sufficiently.

THE AMERICAN COLLEGES AND AMERICAN PUBLIC. By NOAH PORTER, D. D., Professor in Yale College. New Haven, Conn.: Charles C. Chatfield & Co., pp. 285, $1.50 pre-paid, by mail.

This admirable volume discusses the Studies, Text-books, Lectures, Curriculum, Life, Evils, Laws, Supervision, Guardianship, Control, Religion and Relations of Colleges—in short, all matters connected with them—and discusses them from the standpoint of ample observation, long experience and good common sense, combined with abundant ability to treat the whole subject as it ought to be treated.

We are free to say that Dr. PORTER seems us wisely conservative in his general views. Though we might criticize some of his opinions, we think he has done the cause of sound learning and true education good service by this volume. We are particularly pleased with his stand against sweeping reforms in the college curriculum, and in defence of the value of classical training. He does not oppose scientific training or scientific schools—the objects and benefits of which are fairly stated—but contends that they can furnish no adequate substitute for the *culture* imparted by the old methods.

ROUTE FOR A MONTH'S TOUR through the Alps of Switzerland. By Prof. J. D. DANA, LL. D., of Yale College. By the same publishers. Price 25 cents.

Not having made the tour, we cannot speak from observation, but the name of Dr. DANA, who was assisted in planning the route by Prof. SAUSSURE, of Geneva, is a sufficient warrant that his guide-book is a good one. The trip can be made in nine or ten weeks, including ocean passages, and at an expense of from $400 to $500.

GOOD SELECTIONS, IN PROSE AND POETRY. By W. M. JELLIFFE, Teacher of Elocution. New York: J. M. Schermerhrorn & Co.

This volume will be found acceptable to those who wish a collection of good pieces to select from for public reading or recitation, outside the more common compilations. As it is in a paper cover, we suppose it may be had for 25 cents.

ILLUSTRATED DESCRIPTIVE CATALOGUE of the Eclectic Educational Series of School and College Text-Books. Cincinnati: Wilson, Hinkle & Co.

This ample Catalogue, which is itself a beautiful specimen of book making, will give a full account of the popular Eclectic Series to any one wishing information. Address the publishers for a copy.

PERIODICALS.

THE GALAXY for July has fresh instalments of "Lady Judith;" "Ought We to Visit her;" "The Nether-side of New York," No. VI.; and the conclusion of "Overland." For a frontispiece it has the portrait of J. W. DeForest, the author of "Overland." The main essay is "Republicanism in England," by Justin McCarthy, in which he gives it as his opinion that republican sentiment has made great progress in the last two years in England. This number has the usual variety of short stories and poetry; the department of "Scientific Miscellany" is very full and interesting; the "Club Room" is good for the "blues." This number begins the twelfth volume of the *Galaxy;* with new type its appearance is decidedly improved and the publishers promise increased attractions for the future.

EVERY SATURDAY now comes to its readers with a new claim to favor. Every copy is trimmed, neatly pasted so as not to disfigure the paper, and held together as securely as if stitched. This arrangement, which is to be permanent, will be a very great convenience to all who read the diversified literary contents of the paper, and all who examine its weekly gallery of portraits, landscapes, and pictures of character, incident and travel. The publishers are evidently resolved to spare no pains or expense to render their illustrated weekly indispensible to all intelligent readers.

LITTELL'S LIVING AGE, being published in weekly numbers of sixty-four pages each, gives to its readers more than *three thousand* double-column octavo pages a year of the most valuable, instructive and entertaining reading of the day. "History, biography, fiction, poetry, wit, science politics, criticism, art,—what is not here?" It presents, with a satisfactory completeness as well as freshness, the best literature of the almost innumerable and generally inaccessible European quarterlies, monthlies and weeklies—a literature embracing the productions of the ablest and most cultured writers living. July begins a new volume. Price $8.00 a year. Address Littell & Gay, 30, Bloomfield St., Boston.

ECLECTIC MAGAZINE.—The July number commences a new volume, and the publisher very properly intimates that it is a very good time to subscribe. It is scarcely necessary for us to repeat here the special features of the *Eclectic* which commend it to all lovers of good literature. It is a perfect cyclopedia of current foreign thought, the last volume alone containing more than a hundred articles on all those topics, political, scientific, literary and social, which have claimed the attention of the world during the period which it covers. The price of the *Eclectic* is $5.00 per annum; 45 cents per copy. The publisher is E. R. Pelton, 108, Fulton street, New York.

THE COLLEGE COURANT for June 17th contains a very important article by Prof. JAMES D. DANA, LL. D., entitled "The New Haven University: What it is and What it Requires." It is important from the fact that it has been submitted to most of the leading Professors of Yale before publishing, and embodies very fully their ideas of the actual needs of Yale. The *Courant* also contains another important article: RICHARD GRANT WHITE'S "Final Reply to X" on "Words and their Uses." The *Courant* is published weekly, at New Haven, for $4. 00 a year, and is decidedly the best journal of its class.

"SCRIBNER" FOR JULY is fully up to its predecessors as to matter and is really a "Magazine for the People." The leading illustrated article is one by J. T. Headly, on "Philadelphia;" there is another, entitled "Jaunts in Japan," which gives some interesting information of out-of-the-way portions of those islands. Mr. Bushnell has an able article on "Free-Trade and Protection," and Chas. Warner a delightful essay, "Back-Log Studies." This No. contains Chap's 31–35 of Wilfrid Cumbermede and several short stories.

THE "ATLANTIC" for July contains "Castilian Days," "Kate Beaumont," "Mountaineering in the Sierra Nevada," and "Our Whispering Gallery," part VII., which is devoted to Dickens—consisting mainly of Letters to his friend Felton. There is a readable letter from R. H. Dana, jr., with the title "How we met John Brown," a dramatic poem by George Eliot, entitled "Armgart;" an essay by Higginson on "Sappho;" and characteristic articles from Howrlls and Bret Harte. The shorter pieces of poetry are furnished by Saxe, Longfellow and Wilkeson. This number contains the second part of Miss Chesebro's story, "From Generation to Generation." The notices of Recent Literature are satisfactory as usual, and the number is a good one.

THE OLD "STAND-BY," HARPER'S, still holds its own in the ranks of the magazines for general reading, and for a family magazine has no superior. The July number contains five illustrated articles: "The Mount Cenis Railway and Tunnel," "The United States Naval Academy," "Along the Florida Reef"—sixth and last paper; "The Recovery of Jerusalem," and "Put-in-Bay." It finishes "Anteros," and gives additional chapters of "The American Baron" and "Anne Furness." The "Easy Chair" discourses pleasantly upon "Thalberg and other Pianists," "Newspaper Morality" and "The Mounting of Plays." The editor's Scientific Record, Historical Record and Drawer, are each complete in their way.

THE LADIES REPOSITORY for July, has two fine engravings, "On Guard," and "An Interesting Chapter," which need no explanation. While the *Repository* is mainly a religious magazine, it does not neglect general literature, as the articles on "The Origin of Species," "Woman and Work," "The Vegetable World"—No. III—and the "Palaces of Venice," in this No., abundantly testify.

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READING.

BY PROF. S. H. CARPENTER, LL. D., STATE UNIVERSITY.

(Address before the Wisconsin State Teacher's Association, at Madison, July 13, 1871.)

Our education is never finished. Schools and colleges only start us a little way on the endless journey which each must travel for himself; only give us a dim outline which after life must fill in and complete. These early educational appliances are the workmen who shape the rough block of marble; the finishing touches which give the statue its artistic character and perfectness, are reserved to the hand of the master. It is the polish which a man gives himself after his elementary educational course is finished that determines his real culture and fixes his intellectual character. It is not what the school does for us that makes us men; it is what we do with what the school has given. For want of this personal determination of character, many a one who was accounted at school a brilliant scholar, fails when tried by the test of real life. The aim of all right teaching is to fit the pupil for this independent action. An education which begets a habit of intellectual submission, is not only defective but dangerous.

As we assume the charge of our own culture, books take the place of teachers. The force of a personal presence is no longer necessary to hold us to a diligent use of our time. Each man becomes a law unto himself, and enforces the decisions of his own judgment. The path is no longer cleared before us; whatever progress we make will be due to our own exertions; and yet these exertions are guided by the experience of others. The experience of one becomes the common property of all, and each individual born heir to the wisdom of the nineteenth century, has an inheritance greater than the laboriously accumulated intellectual fortune of the wealthiest souls that lived in the infancy of the race. This intellectual bequest is guarded by the literature of the world. Human life is too short for any man to begin at the beginning for himself, even if he should desire to assume so useless a task. We must take what others have given us as our intellectual capital, or we cannot do a successful business in competition with others who start with this advantage. This intellectual bequest comes into our possession by reading. We no longer painfully and inaccurately work out the old problems over which humanity has toiled for

centuries, but grasp at once the conclusion, determined by a few well settled principles. It is the work of a few moments to run over the train of reasoning; but to pioneer that thought through the trackless wilderness of original discovery would have been a task too herculean for our strength.

The immediate objects of reading are two: information and recreation; that is to place one in sympathy with the thought and feeling of the world. Thought and feeling form a unit—the one representing the result reached by labor, and the other the pleasure experienced in rest when we contemplate our achievements. The general course of one's reading will be determined by the end he has in view. The labor of one is physical, and his recreation is physical rest. In his leisure moments he reads for information, relieving the toils of the body by an exercise of his unwearied mind. The labor of another is intellectual, and such a course of reading will only add to his weariness. He turns from the severe exercise of intellect in tracing out thought to the lighter play of fancy and feeling. He reads for recreation. Unless these different ends to be reached be held clearly before the mind, no one can select his course intelligently or follow it profitably. One man to whom mental weariness is an utter incomprehensibility, passes a sweeping condemnation upon all light reading—because he does not admit recreation to be a legitimate end of reading. Young people are apt to find solid reading distasteful, because they do not feel the importance of making information a leading end in the selection of a course of reading.

That course of reading will be best for any man which best fits him for the active duties of life, whether that fitness be secured through labor or through rest. If his usual avocation lays its demands upon the body, and he needs information rather than relaxation from labor, let him read solid, instructive reading. If jaded and worn by steady application to business so that he needs mental relaxation, a course of solid reading only adds to his weariness; he needs the novel, the poem, the play, to turn the mind away from the consideration of facts, giving the laborious intellect time to rest, while Fancy and Imagination hang the chambers of the soul with their magnificent garniture. Intellectual weariness is something incomprehensible to a man whose only exertion is muscular, and who is a total stranger to that exhaustion which follows severe mental effort. It is in vain to talk to him of the need of intellectual recreation. To him the only work is that which is summed up in the tangible and visible results of the expenditure of so much muscular force. Such a man is incapable of judging correctly in any other case than his own; nor can a correct judgment be formed except both information and recreation be recognized as equally legitimate.

Our object, then, branches at the very outset, and must be subdivided in accordance with the end to be reached, whether information or recreation be most needed to prepare us for increased activity.

There is always a class of people to whom more intellectual than material wealth has been given, and who are painfully conscious of their lack of culture. Ambition—and a noble ambition it is—leads them on to gain heights far above them, and seen only in vision when a prophetic rapture falls upon their caged souls. Necessity holds them down, binding them in fetters woven of every-day wants and needs, which the impatient soul forever struggles against, and seeks to break.

But the hands must labor that the mouth may be filled. The intellectual enginery with all its marvelous powers, and play of delicate and wonderful machinery, is dead and motionless until the bodily wants have been supplied, and the mind can only snatch now and then moments of time from the resting body. This is a typical life-struggle—a struggle between the intellectual and the physical for mastery. It is the battle between Capital and Labor fought out on the narrow battle-field of one soul. Books are the weapons with which these ardent, ambitious souls fight their tyrant Ignorance. Reading is their "school of the soldier," where they learn the manual of arms in preparation for the conflict. To such an one, and to such a life, recreation is almost treason—betraying the kingly soul to the slavish body. There is no time for rest while the battle is raging; every particle of force must be gathered up and put forth in the fierce struggle. The time for rest is after the victory, when our bruised arms may be hung up as monuments. To such earnest souls struggling after higher life, books are a necessity. They strengthen the soul as food nourishes the body. Their printed pages open vistas down which the eye views the wisdom of the past, leading to the richer acquisitions of the present. They are the tree of knowledge guarded by no awful threat, but filled with rustling leaves whose inarticulate voices invite us into this ever widening Paradise.

Such men read for information. Their great lack is knowledge, and books are their only teacher. Their intellectual life has not yet reached a compactness and maturity capable of such sustained and continuous effort as to render mental recreation desirable or necessary. Rest has no significance except to him who has known the aching muscles and tired limbs of labor. Physical recreation comes with zest to him alone whose hands have been hardened and whose muscles have been ripened by continuous exertion. Canaan seems like an earthly Paradise only after forty years marching through the wilderness.

Ignorance is no longer a misfortune; it has become a crime, or at least a disgrace. Muscle has lost the throne of control, and the guiding intellects which governs those lower forces is recognized as supreme in the worlds dynamics. Man to play his part, must now depend upon his knowledge as he once depended upon his force, and this fact makes a new demand with every new discovery. In this day of rapid discovery every man must be ignorant upon some subject. The boundaries of the domain of knowledge are not stationary. They extend so rapidly that we cannot keep pace with their movements, and in so many directions that no finite mind can explore the whole of our newly acquired territory. And yet a certain general knowledge of the whole domain must be gained, if we would aspire to the title of educated men. Simply following out and appropriating the main facts discovered by others will prove sufficient to keep every man a student his lifetime. But this knowledge, while general, must not be superficial or inexact. Well settled principles must be mastered, although we have neither the time nor the ability to pursue those original trains of investigation by which they were determined.

The only means by which a man busied in some particular calling is to gain any accurate knowledge of the field without his immediate view, is reading. Such an enlarged view of science is necessary to breadth of culture. Without it every man becomes a bigot; for a bigot

is simply a short sighted man who cannot believe that others see what he does not. The difficulty, after all, is only that his eye is focused wrong; it is adjusted only for seeing himself. It brings out his own perfections beautifully, but leaves every one else in a grotesque ugliness. The clergyman, who has his eye focused upon scholastic theology, tilts against some windmill which his defective vision has metamorphosed into some voracious giant ready to swallow down church, religion and God, and forthwith he breaks his lance against the sure revolving machinery, which moves on in perfect unconcern, completely ignoring its unhorsed antagonist who is saved by his sublime self-confidence from the mortification of appreciating his humiliating defeat.

On the other hand, the short-sighted scientist, with an equal foolhardiness begotten of an ignorance equally profound, upon the discovery of some new truth in science, before its relations to the known have been fully established, takes at once to the war path, swings most blasphemously his iconoclastic club at all faith, all revelation, all religion, and seeks to tear up with sacrilegious hand all that the purest affections of men have hallowed for ages, and to plant in their stead some barren theory which can never ripen fruit to satisfy the soul, but which would leave the earth a moral Sahara, if men could be induced to disown the teachings of conscience by any inductions of science. "It is an enemy that hath done this."—the old, unconquered enemy of humanity—Ignorance.

Reading for information will naturally fall into four courses:

1. History—what has been seen.
2. Biography—who has been.
3. Science—what has been determined.
4. Social and Political Science—questions demanding determination.

No one can master all knowledge, but no one who aspires to a generous culture can afford to be ignorant of the great discoveries which earnest workers in every department of investigation have already made and are continually making. To be ignorant of history is to throw away the advantages of all past experience. Human nature is the same in all times and countries. Conditions and circumstances are variable factors in the great problem; men are constants. Great events are due to great men, and we cannot understand the one without a knowledge of the other. Science gives us a balance-sheet of human knowledge. It gives us the known in a few brief formulæ. Social science presents us the problems which society is still working out. To be ignorant of these great questions is simply to be out of the current of human sympathy, and to shut up the educated man in the cloister of the middle ages.

A general acquaintance with these subjects is possible, and may be secured by a course of reading, as distinguished from that more rigid course of study which is essential to a complete mastery of any subject. Nothing more distinctly characterizes the present age than the successful popularizing of science. Scholars no longer appeal only to scholars, but do not consider their work as fully done until the results of their abstrusest investigations are placed within the reach of all. To the man absorbed in some particular pursuit, whose energies are given to the mastery of some chosen profession, these excursions into the adjacent regions of science have an indescribable charm, combining the advantages of recreation and study. They broaden and liberalize the

thinker, who thus learns to appreciate the labors of men who are cultivating fields which he has neglected.

One caution however is needed: Such knowledge is never exhaustive and does not confer the right to speak authoritively upon disputed points. A superficiality which mistakes itself for thorough culture is the bane of our education. It is due to a partial knowledge of too many things—and an accurate knowledge of nothing. We must acknowledge the fact that no one man can know everything, and while reading tends to enlarge our general view we must be on our guard lest it narrow the field of accurate vision. Reading presents us the problems, and gives us the solutions arrived at by others. Study only can solve the questions presented.

This error of mistaking a smattering of all knowledge for accurate and exhaustive information is due to *desultory reading*. We read everything—good, bad and indifferent. Let anything get into print, and hardly any degree of worthlessness can prevent a paying popularity, or a formidable array of recommendations from prominent men. Desultory reading is reading to no purpose, and the evils which grow out of it are sure to follow, no matter how good the book that is read. No exercise of energy is profitable unless it be put forth with a purpose; and purposeless reading, like purposeless acting, will doubly injure—both in what it does and in what it prevents: it begets a listless insipid aversion to healthy activity, and it renders impossible that hearty interest in what we undertake, without which improvement is not to be expected. Great men are usually men of few books, but those few mastered. They achieve greatness at the sacrifice of breadth. Great scholars are great in a small field. But greatness is not the inheritance of the majority, although we can all apply in our humbler sphere those principles to the discovery of which others owe their superiority. We can emulate their thoroughness, their pains-taking honesty, although we cannot imitate that depth of tillage which in their case more than compensates for any paucity of superficial acres.

Because we cannot be great in every department of learning, we need not be superficial in any. We must know what to attempt and as completely master what we do attempt as he whose aim is higher than ours only in that he attempts more.

We would make the following suggestions to guard against desultory reading, which is sure to result in superficial views, and to beget a disrelish for honest and well-done work:

Never read what does not interest you. No matter how good the book, how important the subject, how valuable the matter,—if you cannot be interested in it, throw it down. Interest is the test of intellectual action. If a book fail to excite interest, it is because it fails to arouse mental activity; and to cram the mind when it refuses to act in a healthy response, is like loading the stomach with dainties which it refuses to digest; it will bring on a dyspepsia. A student who takes no interest in his books never learns, because his mind obstinately refuses to appropriate the ideas of the lesson. He may memorize the words, but as soon as the recitation is over, even these are forgotten. Every teacher knows that this method of study pursued for any length of time will ruin a student; and precisely the same result will follow careless and desultory reading, no matter how well matured the mind may be.

We often delude ourselves with the idea that because the subject appeals favorably to our judgment, we must therefore be interested in it. We may be aware that we ought to be interested in the subject, and we therefore conclude that we are. In such a case the first thing to be done is to acquire an interest—in other words, to gain an idea of the subject and follow its devolopment. Ideas will always interest, and no brilliancy of rhetoric or magnificence of diction can ever long secure interest except as they adorn ideas worthy of being received by the mind. Just so long as we gain ideas we will maintain our interest. When the printed page presents us nothing but words to which the mind attaches no meaning, we are not only not gaining any benefit from our reading, but are positively injuring our mind and taste; we are forming a habit of listless inattention—one of the worst habits a man can form—a sort of absent mindedness which is sure to lead to inefficiency and weakness.

We cannot lay too great stress upon this point. It is generally overlooked, but it is the fundamental requisite for profitable reading. Read nothing that persistently refuses to interest you.

This desultory, inattentive style of reading is fostered by the widespread habit of newspaper reading. Nothing is more indicative of the universal habit of reading in this country than the wonderful growth, and still more wonderful circulation of the newspaper. To secure this extensive circulation it must appeal to the popular taste; and to secure such extended patronage it must never rise much above the popular level. Filled with disconnected items and hastily written articles, it is picked up only to be carelessly glanced over and thrown aside. If political or religious, in addition to want of care in their preparation, party or sectarian bias causes their statements to be taken with more than one grain of salt. Too often, also, the ambition for notoriety overcomes the love of truth, until a newspaper statement is almost sure to awaken skepticism. We have here the combined injury of two evils: hasty and careless reading, and a perpetual skepticism of what is read. Newspapers are often managed by illiterate men, and familiarity with their bad orthography, bad grammar and bad English, and their crude notions generally, will contaminate the most watchful purist in spite of himself. Not long since, in an editorial in one of our leading papers, I found the expression "I have saw." "Done" is perpetually used for "did," and "seen" for "saw." The perpetual recurrence of such blunders and the unguarded manner in which we read these articles, soon vitiate our taste and corrupt the purity of our style.

The only protection against these evils is to *read nothing carelessly.* A careless, slipshod way of doing anything—even that which is of the least importance—will soon extend its influence to matters of greater moment, until it becomes a confirmed mental habit, and we are almost incapacitated for honest, pains-taking mental effort. A man who is dishonest in trifles is on the direct road to dishonesty in greater matters; and a man who is careless in small things will soon be equally heedless in matters requiring the strictest attention. If an article or a book is not worth careful and attentive reading, don't read it. "What is worth doing at all is worth doing well." Careless reading will lead to careless and loose thinking; and loose thinking will lead to loose views and unsettled convictions, and leave the man loose and flabby, and inefficient and worthless.

Let us read what we do read carefully. Information to be of value must be exact, not only in science, but also upon those less accurately defined topics of public interest. It is because of this lack of exact information and careful thinking upon the questions of the day that there is such a diversity of opinions upon matters of great public importance, while there would perhaps be but little diversity of views as regards the general principle involved. These social problems are indeed difficult of solution, but the real difficulties in the case are largely increased by the general ignorance of the first principles of social science of those who are called upon to assist in their solution. If it is the proper test of a true manhood to be interested in whatever concerns man, how can any citizen whose vote may decide some question of vital importance to the nation, be innocently ignorant of those problems of Finance, Free Trade, Protection, the relation between Capital and Labor, which are forcibly, and at times riotously, demanding solution? Upon such questions as these, the determination of which, as it is right or wrong, may advance or hinder our national prosperity, loose and careless ideas are worse than worthless; they are positively hurtful. And yet it is upon precisely such subjects that the ideas of men are most apt to be loose, crude and unsystematic, because they have been formed, not from careful and exhaustive study, nor from attentive reading, but from disconnected, careless reading of unscientific and hastily-written, if not partial and unfair, newspaper articles. For example: The Reconstruction measures of Congress have been advocated and condemned by popular orators and newspapers; have been voted upon in party conventions and at the polls; have drawn lines between great national parties and divided the national sentiment, without the most distant recognition of the fact that anything beyond a matter of policy was being decided—that the fundamental doctrine of constitutional interpretation was involved. The logic of events has settled the question and brought us upon a platform equally distant from that of Webster and that of Calhoun.

The only remedy for this public blundering is careful reading on the part of intelligent men, who form unconsciously the public sentiment. Such enlarged views and such accurate information would soon give a higher tone to the public press, and thus find its way to the mass of citizens. Men of general reading and possessed of a wide range of information, exert far more public influence than men great in some narrow speciality. The fact is patent to all that men of profound study and great acquirement exert but little political influence in this country. The opinions of a man who is recognized abroad as authority upon questions of finance are readily set aside at the dictum of some Congressman whose greatest exploits in financiering were those which secured his election. Men who never took even the shortest course of study confidently decide upon courses for our High Schools, Academies, and Colleges, without the remotest suspicion that they are not abundantly able to decide all such questions far better than those visionary fanatics who have spent their lives in study rather than in the noble business of money-getting, or the more ambitious pursuit of politics.

The remedy for this public ignorance and for this loss of influence by educated men, is to read not only for private and personal benefit, but also that we may be fitted to impart our information. Intelligent men must form the habit of *expressing their ideas.* Writing makes the

correct man; writing, too, makes the influential man, for the pen is as much mightier than the tongue, as it is mightier than the sword. Men of education do not exert an influence corresponding to their culture because they do not connect their learning with the public life. The public press is in the hands of a few who are utterly incapable of giving careful thought to one subject in ten so oracularly treated by them. At the same time there are men in every community who have given years of study to the investigation of these very subjects, and yet who never write a line for the edification of the public. The editor who rattled off his crude ideas in half an hour, has formed public opinion upon some measure of public importance, while the scholar who has spent half a century in the study of this very problem, and who has data in his possession to prove the public opinion erroneous, sits down in miserly silence and wonders at the perverseness of the age. The age is not half so perverse as the intellectual miser who refuses to give what does not impoverish him. Writing will lead to accuracy of idea, and readiness of expression. Learn with teaching in view, and our learning will be more accurate. Read with writing in view, and our ideas will be clearer and more exact. Write with a definite purpose, and writing will have a greater cogency and force.

Read thoughtfully. We find two equal though opposite errors. One reads, accepting everything he reads through a mental shiftlessness which will not take the pains necessary to verify what is read by referring it to some recognized principle. He gorges himself with facts and conclusions, but digests nothing. The opinions of the author, no matter how crude or indefensible, are accepted as truths, particularly if they happen to coincide with his prejudices. Such reading is almost worthless, as it awakens no proper mental activity. The other evil is the exact opposite. It is reading with a perpetual skepticism which never reaches conviction. This state of mind is more often due to a mental inertia which refuses to examine what is new, or to accept what is unfamiliar. It is worse than laziness which carelessly does nothing; it is an obstinacy which determinedly does nothing. The one has no convictions because he is unwilling to put forth the exertion necessary to gain them, and so takes the ready-made convictions of others. The other has no convictions, but expends an amount of mental energy in preventing himself from reaching them far more than would be necessary to reach a rational and well-settled opinion. The man of power in the world is the man of strong convictions. A true skeptic—that is a man without convictions on any subject—is a man with no aggressive power, but whose whole force is expended in preventing progress. Faith builds, while skepticism only tears down, and leaves the site a heap of useless ruins. The stronger the conviction, the firmer will be the building. No habit is stationary; it either advances or recedes. And no habits need closer or more assiduous watching than those which foster careless thinking and intellectual laziness.

Men regularly engaged in mental labor need intellectual recreation as much as those engaged in manual labor need rest. The mind will endure continous tension no more readily than the body. Reading affords this recreation, and this is the province of what is called light reading. Persons devoted to intellectual pursuits are apt to get into ruts. Confining their attention too exclusively to one subject, they lose sight of everything else; and feeling the great importance of

that which so monopolizes their attention, they are apt to underrate everything beyond the limits of their favorite field. A teacher or a preacher need be neither a fossil nor a bigot before he is fifty. While every man should have his chosen field to which the hours of labor should be faithfully given, he must not confine his thoughts in too narrow a channel, but at times he should suffer his mental muscles to relax, and recover their expended energy. Indulgence in recreation which fits the mind for labor, is a much as duty as labor itself.

Reading will always afford to men of literary taste the largest means of recreation, and the question arises what kind of reading is best suited to this purpose? We answer that which most effectually changes the current of the thought, which while affording a pleasant mental stimulus, will not impose a burden upon the mind. It must not be so light as to be trifling and beget a distaste for solid thought, nor so heavy as to still further tax the already wearied mind. These limits are by no means fixed and arbitrary, but vary with the individual habits and tastes.

Reading for recreation requires greater watchfulness than reading for information, for it is in such unguarded mental states that tastes and habits are most readily formed. Careless and aimless recreation will lead to a careless and aimless life. When the mind is watchful, as it is in study, there is little danger of forming bad habits. If we study to any purpose, the mind must be alert and active, and any relapse into inattention betrays itself in that no thought is presented to the mind. But put the mental man into dressing gown and slippers; throw off the watchfulness of active life, and unawares habits steal in upon us, and we become powerless in their grasp. The mind loses its spring and vigor, and turns its fast-lessening strength to riviting the chains of its slavery. The enervating effect of poor novels and trashy stories is due to the fact that they lead to these habits of careless inattentive reading.

But while improper recreation deteriorates the mind, proper recreation will strengthen the whole man, and complete his harmonious development. Work is one sided, as Truth is unyielding. A man who knows no leisure, who gives himself no respite from labor, becomes hard and unsympathetic. Recreation awakens the sensibilities to pleasurable activity; if it does not accomplish this, it is only work in disguise. But even work may be lifted above mere drudgery by the influence of the Beautiful, which is to the sensibilities what the true is to the intellect. What we call the Beautiful has a background of the real and tangible; but in recreation its background is formed of the shifting phases of real life. The one is a statue; the other is a character. A character purely intellectual is like a mathematical formula, without the least room for the play of sympathy; it is only as we cultivate the emotional part of our nature that a man begins to have real character. That reading which is study fills the head, and gives the man force; that reading which is recreation fills the heart with sympathies and bestows culture.

If we confine our reading to subjects immediately connected with our studies, we fall into a settled routine of thinking and become dogmatic. The mind has a tendency to follow the beaten track, and we may become unconscious imitators of ourselves, which is as bad a plagiarism as following others consciously. We may find a kind of recreation in thus studying a range of subjects parallel to or beyond those

to which our daily duties call our attention. We thus change the mental muscles brought into play and secure rest by a new activity; but this course cannot be pursued to any great extent, for it makes too heavy a drain upon the mental system. The mind must have real recreation, and not work under the thin disguise of play.

We must not lose sight of the fact that the end of recreation is an increased capacity for labor. There must be reading of which the only object is to amuse and divert; but it should never become the leading aim of a man's life to amuse himself; for next to spending one's strength in amusing others, wasting time in amusing one's self is most destructive of self-respect. Even pleasure should have an under-current of profit; and our intellectual sport should keep in view the coming labor. No recreation should be indulged in which will injure the morals or corrupt the taste. Abjure Bret Harte and John Hay, with their blasphemous vulgarity, or you will carry the taint into your serious labors.

Recreation like labor, should be regular and systematic. Thus neither encroaches upon the other; we neither become heavy and dull from overwork, nor frivolous by too much relaxation. Each is adjusted to the other so as to secure the highest good from both. All reading should be in course, should be regular in time so far as may be, and consecutive. Desultory and inexact thinking will be sure to follow desultory reading. No subject once begun should be left unfinished; not even a novel should be hastily skimmed through for the story. A person may read in more than one book; in some respects it is an advantage to have several in hand at the same time. We may have one for close study, one for less careful study, and one for light reading; one may be a work on popular science, another history or biography, and yet another a novel or a poem; but howsoever many we may have in hand, each should be read thoroughly and in course.

This thoroughness is best secured by having stated times for reading. He will make the most of his time who has it accurately mapped out, and who allows the least deviation from his prescribed plan. A school in which there were no regular hours for recitation would be a comparative failure; so the results reached by our mental faculties when working disorderly are comparatively meagre. Every teacher has learned by experience how quickly irregularity in attendance will demoralize a student. He may look for the same result in himself if he does not maintain habits of the strictest regularity in his intellectual recreation as well as in his mental labor. Every intelligent act of a rational being forms to a certain degree his character, and no act therefore is without significance or without its influence.

THE EDUCATION OF OUR GIRLS.

BY MARY A. WADSWORTH, BEAVER DAM.

(Part of an Essay read before the State Teachers' Association, July 19, 1871.)

It is a well-known fact in physical science that God, in creating the animal kingdom, commenced with the lowest and ascended to the highest order of animals. Woman was created after man; the inference is natural that woman is superior to man. I refuse at this point to allow any logician to pronounce any apparent syllogism or sophism, by

declaring that woman belongs to the same order of animals as man, thus wresting from me my very first weapon in my crusade against error.

The history of the world shows that great difficulty has been experienced in the classification of this curious animal. For ages naturalists were in doubt whether to place the sponge in the vegetable or animal kingdom. Though no one has tried to reduce woman to the vegetable kingdom, for more than 1800 years socialists have been in great doubt what rank to assign her in the animal kingdom. In the savage state she is a slave—a beast of burden. Even in refined Greece, while her sweet bard was singing of virgin modesty and conjugal fidelity, and painting an Andromache, a Penelope or an Iphigenia, woman's condition was a most degraded one.

In our own country a woman has been sold for one hundred and fifty pounds of tobacco. In this enlightened nineteenth century an enterprising governor in an eastern state—yes, in dear old Massachusetts, where, during the Revolution, the women tore up their very petticoats for wadding—proposed to ship several hundred women to Oregon to say to the stout young farmers—"Please, sirs, will you marry us?" * *

How then shall we educate our girls?

1st. I would say we must make them healthful. Doubtless some would be shocked that a Christian educator of the young, in an essay on the education of girls, before the assembled teachers of Wisconsin, should mention first physical education; but ask yourselves how much your bodies have to do with your success in life. Does your brain work well, O learned Professor, when your body is enfeebled? Fellow-teachers, have you ever given a pupil a cross word, when, but for your aching head, you would have spoken pleasantly? My reverend friend, have you ever preached with a peculiar unction, consigning most of your hearers to a worse future life, when, if your stomach had digested your food, you would have spoken with a greater unction of the pearly streets of the new Jerusalem, and exhorted your hearers to strive to enter there! * * * * *

Not in the least intimidated by your criticism, I boldly repeat what another has said, "The first requisite to success in life is to be a good animal, and to be a nation of good animals is the first condition to national prosperity." We Americans are so poor animals, are so accustomed to dyspeptic stomachs, weak backs, diseased lungs, and unstrung nerves, we are apt to think that a sound, healthful body is impossible. Indeed I fear some regard it as an indelicate thing to have a good physique. * * * * *

I am aware that girls are not always to be blamed for being weak and delicate. Diseases are inherited; many a man has suffered through life in consequence of the excesses of some gouty ancestor; and many a girl has been an invalid because her mother was over-burdened; but taking girls as we find them, I would have them taught that by no act of theirs shall they become less healthful. To me it is a most alarming fact that, every generation, our girls are weak at sixteen, our mothers are worn, haggard and low spirited at forty, with little relish for life and less fitness for its duties. Where is the remedy? Its solution involves a knowledge of Physiology and the mental sciences; and to this solution must be brought the very best intellect of the country. * *

2d. We must give our girls a large intellectual development. At

this point I shall meet the common objection that our girls are not able to do without breaking down physically, the intellectual work that their more robust brothers may safely undertake. A ten years' intimate acquaintance with our best institutions of learning, has led me to believe that the broken constitutions which our young men and young women bring with them from our schools and colleges, are due, in the majority of cases, not to excessive mental application, but to irregular habits, poor food and unnecessary exposure. * * I would have every girl taught that it is her duty to develop intellectually to her utmost capacity, but so taught that her intellectual tastes may never interfere with the less disagreeable duties of life. A woman with a well-developed mind will gracefully perform any duty in life, whether it be baking beans or writing poetry. I am aware that literary women are often very poor wives, but I am also aware that literary men are very often poor husbands, yet no one ever presents that as an argument against sending boys to college. * * * * *

In my opinion a good education is far more necessary for women than for men, because upon them fall the petty duties of life which, though very important in God's great plan, are contracting in their influence unless performed with an intelligent view of the great end to be attained. Right here, with all the earnestness which God has given me, I wish to protest against the way in which the so-called reformers and their opponents speak of these things. Both, in my opinion, are wrong. The former speak with contempt of the highest human relation; the latter exalt to undue prominence the mere physical functions of maternity. That of itself does not exalt woman. She possesses it in common with the brute; but when we reflect that every being born of woman is not simply another animal to be fed, but an immortal soul to be fitted for eternity, and that this fitting requires the most delicate and skillful workmanship, the dignity of maternity swells into importance. Who dare say that it may be committed to ignorant, uneducated women?

3d. I would have great attention paid to the manners of our girls. I do not here mean by manners the mere conventionalities of society, though these are not wholly unimportant. I use the word in a broader sense with moral significance. * * * * *

Lastly, and it includes all else, I would develop a girl's religious nature. If this life were all, of what avail would be health, intellect and manners? If, like the brutes, we live without reference to eternity, what fools, self-made, are we! I would have the girl taught that she, with all the hurrying throng around her, is hastening to that land which eye hath not seen. I would show her the trail of the serpent—the course of sin—over all the earth, and teach her that the one great object of existence is to bring this sinful, suffering world to Christ. I would fire her with a zeal to help in such a cause, and thus, catching a glimpse of heaven, but not losing sight of earth, would she journey on, her life-work swelling into importance from its connection with eternity.

[We have been unable to obtain more the above extract from the fine Essay read by Miss Wadsworth, but the thoughts it contains are well worth preservation.—EDS. JOUR. ED.]

THERE are many things which we can afford to forget, which it is yet well to learn.—*Holmes.*

A. PLEA FOR CULTURE.

BY ELIZA GRAVES, KENTUCKY.

The spirit of the mediæval age impelled a Crusade as an embodiment of its governing principles and highest aims. The Crusaders of the Twelfth Century, amid the din of arms, the clang of trumpets and all the stir of marshal array, animated by a grand enthusiasm, rallied around the *red cross*, to recover, by toilsome march and bloody fray, the Holy Land and the Sepulchre of the word's Redeemer.

Each succeeding age renews its Crusade and struggles to express its partial comprehension of truth universal, of beauty immortal and of all things high and heavenly, by some heroic effort that may give form and coloring to its deepest thought and strongest love. To-day's Crusade is in labor, in study, and in those mighty efforts whereby the strong specialities of individual mind are developed; and in the enlightenment of the same by all human sciences, and in their inspiration by the grandest aims and largest loving, until men become, more nearly, the expression of God's beautiful thought. The true crusaders of the nineteenth century, rallying around the *white cross*, no longer seek, in far-off climes, the Holy Land, nor the cast-off cerements and empty sepulchre of the glorified teacher, but they seek the Divine Master himself, who walks in all his kingly, royal grace, wherever humblest work for man—holiest service for Him—is planned or done. The Holy Land is within the compass of our daily round; the human soul is the kingdom to be won, conquered and consecrated to himself.

I have somewhere read, either in song or story, a beautiful legend of a sculptor who sought to embody in marble his highest conception of the "archetypal beauty out of sight." Through long years he wrought laboriously and lovingly at his self-appointed task, until subtle grace and regal beauty illumed the pale marble. Enraptured with the lovely ideal and fevered with love and longing, he fervently entreated the gods to bestow upon it the divine afflatus. There came an answer to reward his noble conception, patient labor, and importunate prayer, and the cold marble throbbed and thrilled with life.

Considered by a delicate, vitalizing insight, this mythological story loses its chilling remotenesss and reveals its essential and spiritual significance, giving us a hint of the solution of the sphynx-like riddle of the real and the ideal. This sculptor's ideal typifies the ideal of every life; an ideal that haunts us all with its unattainable completeness. It condemns every work of ours as unworthy of the "thoughts and hope more highly mated." The myriad influences that mould, modify and refine the outward expression of every life may daily bring it nearer the stature of the lofty ideal; but, unless there are vital processes which shall, by some mysterious alchemy, transmute them into life and growth, the crowning grace is ever wanting: it still lacks culture.

Knowledge, although an important auxiliary of culture, is not synonymous with it. It must first be made a spiritual force by mental assimilation. It moulds men and women of a superior type and so trains and finishes them that they understand how life is more than meat, and in the joyousness and grandeur of real culture, are willing to forego physical comfort for the sake of noble living.

Here, then, we find, overtopping and underlying all other cultures, human or soul-culture, wherein may be found the key-note of all outward possession, as well as inward dominion. A truly catholic culture sounds every note in man's nature, from the lowest to the top of its compass, and he is thereby attuned to a completer harmony, in which discordant notes find no place. As education simulates culture, and as educated minds, by feeble, shallow thinkers, are often mistaken for cultivated minds, so there is a pseudo culture whose highest aim is outward adornment and showy results, and is void of all enriching graces. Such a culture may give brilliant reputation, but no enduring excellence of character. Genuine culture is the law of all life and the end of all living; and in its completeness bears, as its highest fruitage, wisdom and virtue. The soul, no longer crownless and scepterless, sits enthroned within, grandly ruling on the only throne where men can be pronounced kings by divine right. It is only by means of such culture that we learn the sublime worth of man, and realize that there is something infinitely more worthy of the heart's devotion than the gainful pursuits of traffic and the accumulation of houses, lands and factories. In culture we find that indefinite progress in taste and intelligence which marks the history of high civilization; it is steady advance in life. As in nature there is an endless succession of changes without rest or boundary, so in the spiral of human life and thought.

We have here, drifted upon our western shores and imported into our eastern, fossilized portions of the effete civilization of pre-historic times. We recoil instinctively from the contact, and in perplexity study the problem of destiny thus forced upon us. The words of the poet find an echo in our hearts:

> "I, to herd with narrow foreheads, vacant of our glorious gains,
> Like a beast with lower pleasures, like a beast with lower pains!
> Mated with a squalid savage—what to me were sun or clime?
> I, the heir of all the ages, in the foremost files of time.
> I, that rather hold it better men should perish one by one,
> Than that earth should stand at gaze, like Joshua,s moon in Ajalon.
> Not in vain the distance beacons; forward! forward! let us range!
> Let the great world spin forever down the ringing grooves of change.
> Through the shadow of the globe we sweep in to the younger day;
> Better fifty years of Europe than a cycle of Cathay."

Culture is man's birthright, his priceless inheritance, but is oftentimes meanly bartered away for a "mess of pottage," in heedless unconsciousness that the greatness of man's nature is in the spiritual, and that it is the soul that moves and controls physical forces. "The kingdom is within you." The defeats and disappointments of eighteen hundred years have failed to convince men of the irreversible truth of this golden text. Still is it dimly comprehended, and men with weak and perverted vision close their eyes upon its luminous meanings.

Let even those to whom unkind fate or stringent circumstances have denied space and opportunity for culture, steadily remember the possibilities of their nature, that theirs be no abject poverty of spirit. This desire for a freer, fuller life, and this hungering and thirsting for knowledge, as the natural aliment of the soul, is inborn, and there is joy in its gratification. The gift of a soul with its heaven-born instincts and upward aspirations, implies generous searchings and strivings for the highest and best, and dissatisfaction with all short of such ever-growing life. The poet utters practical truth when he says: "It takes the ideal to blow a hair's breadth of the dust of the the actual."

Whatever is rightly and worthily done is the result of the grand antecedent ideal, sought through passionate desire and lonely toil. An ideal never reached, for it grows with our growth, recedes with our advance, and, like the asymptote of the hyperbola, there is constant approximation but no attainment. To dwell apart from the world's noises in a region of pure thought and fancy, is in a sense, overcoming the world, but, herein consists not the chiefest joy of culture; giving is ever the joy of the noble soul. We only have what we give, and know what we teach; hence, he who can give most, and who is inspired to educate from a broad and harmonious culture, and, with a poetic insight into character, can develop and build it up, has grand opportunities and blessed work. The teacher deals in ideas, and his intellectual patrimony together with such additions as have been made to it from time to time, is his stock in trade. The tendency of the thousand meannesses of every day life is to bring the mind below par, and it needs to be kept toned up by mental tonics and self-incitement, stimulated by loftier modes of thinking.

Goethe says, we should every day read a good poem, see a fine picture or hear a noble song, lest the spirit should grow dead to impressions of the beautiful and the perfect. Growth for the teacher is an imperative necessity if he would lead in the van of progress, if he would possess a thoughtful and refined intellect wherewith to meet the leading questions of the day. If he be a man of thought dealing in that imponderable and imperishable merchandise, his power is a subtle moral dynamics which no mathematics can compute. The greatness of our materialistic interests, our rapid growth and brilliant success as a nation, induces inflation of spirit and superficialness of character. Our speed has made the head giddy and we lack deliberative culture and hospitality for a right ideal. Flushed and heady, we miss in our love of outward success, the fine connections between the rightness of a cause and true growth, and adopt the temporary expedient to gain small ends and lose great ones, and thus again and again is the poisoned chalice pressed to our lips. We need the true teacher to give us equipoise and equanimity and to set us to searching for underlying principles and elementary truths. Such a teacher we have among our statesmen, one of ripest, rarest culture, who says, in ringing tones, "The greatest nation is that which does most for humanity." Let teachers throughout our land supplement such workers as he, and such sentiments will cease to be regarded as Quixotic and chivalrous, but simply wise and right. Have we not signal warnings in France and Spain—drifting hulks on a dark and tossing sea—to steer a steadfast course with our eye upon a star?

How can the teacher awaken in his pupils a "hungering and thirsting" after knowledge, which is the condition of growth, unless he too is pressing forward to what is beyond and above him? If he rest, with fatal contentment, satisfied with present attainments, how shall he awaken in his pupils a noble discontent that shall move them to seek the better? The teacher himself, must feel the force sublime of "growing life;" that "life's no resting but a moving." The influences of the school-room tend to deteriorate the teacher, for the reason that being constantly brought in contract with minds of inferior scope and power he is apt to become self-satisfied and egotistical—a stereotyped school master. To counteract these tendencies the spirit needs to be toned

up and refreshed by a systematic course of reading and study, by mingling as much as possible with the outside world and interchanging ideas with persons of other avocations. In this way only can he keep himself from miring in the "slough of school teaching."

How is time to be found for such varied culture when the days are given to the practice and the nights to the theory of teaching? There should be a margin left for the teacher's culture. How else is he to leave the low levels of the common-place, every day life and become to his pupils a guide for knowledge and an ideal for inspiration? Perhaps when the "coming woman" is ushered in, such a day will be inaugurated. But while waiting for a "better day" may not something be done to advance the dawn, by teaching more in the spirit, and less in the letter, subtracting nothing from past efforts but adding thereto the fullness of sense and richness of meaning underlying what are termed the common branches? Our noble eclectic language and our words have come to us richly endowed with legacies from the past. No one can study even a few of them, hunting up their pedigree and their remote and recent connections, without being enriched by ideas and gaining an insight in o the spirit of other times and ages. These "stewards of thought" must be carefully studied, not only in order to attain a free, noble and accurate expression, but that we may, through the delicate laws of association, see the links that bind the Present to the Past.

History, which is frequently little more than date and event in both the teacher's and the pupil's mind, might likewise be effect and cause, and, under a philosophic study a connected whole would appear, wherefrom, as a repertory, the teacher may draw parallels and illustrations that shall make the little space of time that our country occupies luminous with the lights of the past. He can find themes for delightful and refreshing study, and text for beautiful lessons, in the rocks scattered in his pathway, in the grasses, mosses, ferns and flowers that embroider it, while tenderly arching above him are the trees whose "every vista is a cathedral and every bough a revelation." He will find pictures wherewith to feed his imagination in the aerial architecture of the stately cloud land, in the glowing sunset or rosy dawn. He may read the glories of the night,

> "As silently, one by one, in the infinite meadows of heaven
> "Blossom the lovely stars, the forget-me-nots of angels;"

in the silvery tangle of the Pleiades, in the golden bands of Orion, and in the many stars that nightly run their course.

In such beautiful lessons might he teach the story of our world, and the poetry, ideality and love of beauty innate in every child's soul would find its proper aliment. Nature would bless such culture of the perceptive faculties with all her "golden inwardness" and no longer would "the eye, and ear, and heart be starved amidst the plenitude of nature," and there might be too, a "coming man" as well as "coming woman," and souls of both "wide enough to carry the whole octave" in the dawn of that day of which our Quaker poet sings—

> "And more and more we find the troth of fact and fancy plighted,
> "And culture's charm and labor's strength in rural homes united."

Such toilsome culture involves heavy additional labor on the teacher's part, but when the position of human-culturists is assumed, a loy-

alty to Learning and to the Highest is sworn which demands unremitting exertion. In this way alone can teaching be elevated above a trade and made an art.

It is not without its significance that the Greeks included within the term music the culture of all the inward man; for, it is only when the "the inward rhyme is found to all this wealth of life" and the slender connections linking the outer and visible to the inner and unseen are in unison, that we seem to walk to rhythmic movements and life to flow on in musical measures, and through attuned relations we read new Apocalypses of the unity, spirit and power of life. Let it no longer be said that the "education that lies outside of the schools is largely the real tutor of the world," but let realities take the place of shadows until "the Humanities" ceases to be a term of fanciful, far-fetched application.

The science of English Grammar is said to teach the art of speaking and writing the English language correctly, which expression might be a puzzling fiction for all that it means in many schools where there is neither learning to speak nor to write. In these days of diamond editions the teacher has opportunity to study grammar at its source and form a critical taste in the upper air of the best literature. Irving, Shakespeare, Emerson, Prescott, Motley, Hawthorne and Macauley will ennoble and enliven his leisure, or in lighter mood he may enter the charmed world of romance, and Scott, Dickens and Mrs. Craik will people his solitude with imaginary folks, or "Little Women" will tell him a story so "homely and refreshing" that he will be beguiled into forgetfulness of his own perplexities. Some one has said reading Milton is like "dining off gold plate in the company of kings." Lowell and Geo. Eliot are called the greatest geniuses of the age and the best thoughts of both are at our disposal. The charming word-pictures of our chivalrous lyric singer, the tender sweetness of Evangeline, the passionate strength of "Aurora Leigh," which Ruskin calls the greatest poem of the age, Ruskin himself, deep thinker and great preacher —open a world of inexhaustible delight, "a perpetual feast of nectared sweets where no crude surfeit reigns." Intimacy with master spirits will confer an indescribable refinement of thought, an elegant culture and too critical a knowledge of excellence for self-satisfied mediocrity.

In this crusade to recover and mould a nobler type of manhood, like that fair order of the "Table Round," the teacher's sword must be that finely tempered, richly jeweled brand Excalibar, borne with kingly bravery wherever duty calls; his strength as the strength of ten, because his heart is pure, and thereby teaching high thoughts and love of truth and all that makes a man. If the teacher has the artistic instinct strong within him, but no power of expression in poetry or song, on marble or canvass, yet he has here a delightsome field in which to satisfy his longings. He can write his poem, sing his song, paint his picture and carve his statute. More than other artists can he love his work, for like Pygmalion's, it is imperishable. Truly this is "High Art," in which ignoble thoughts or deeds, the base, the sordid and the petty can have no part.

Steele said of a certain woman that it was a "liberal education to love her." It is such a teacher we need, a spiritual lode-stone, that shall magnetize to surface the finest and strongest elements of character and bring them into exercise, thus swaying others by that which is

highest in both. Like Ruskin, a kingly man, he must from a stronger moral state, from a truer thoughtful state, be enabled to raise and guide. What noble motive for walking heedfully amidst the defilements of earthly ways and striving increasingly to carry out what is right and true and good and make the world of shams a little better for his own high ideal. More exalted motives for endeavor no other worker has. The vulgar rewards of gold and fame rarely follow his faithfulness. He labors to form noble characters that shall adorn and bless society and to aid them in advance toward that life for which this is only an education, for, however we may regard it, this life with its lessons and experiences, is but the "tent of a night" on our route to another. Following faithfully in the steps of the Great Teacher, and learning at life's sources how true life begins, with self-renunciation and generous giving, he finds satisfying and enduring rewards. He builds temples which shall stand when palaces have crumbled and the adamantine hills have melted away, and kindles lights that shall shine on when the world is lost in ruin and the stars and suns have ceased to be.

SCULPTORS.

BY MRS. M. E. HOLMES, BERLIN.

To those acquainted with art, it would seem as if no higher work could be found, in this life, than the sculptor of marble finds in his work-shop. To take the common, rough material, and with the chisel and mallet make from it the matchless Zenobia, as did Harriet Hosmer, the wonderful Frederick the Great, as did Christian Rauch, or to execute the grand conceptions of John Gibson and Hiram Powers, requires a genius that must come directly from the Great Father.

But grand as is such a life-work, great as is the power for good in giving to the world such conceptions of beauty to enrich and ennoble our lives, yet these sculptors are working upon matter. A hideous, unsightly object can soon be destroyed; a false stroke can be remedied by taking a fresh block of marble. This will cause labor, and perhaps disappointment; but experimenting does no injury to the senseless material.

Yet as interesting as are these sculptors, to us all, there is another class, larger, stronger, higher; because, they are at work upon imperishable mind and character. A false stroke, by them, whether carelessly or intentionally made, remains, and no power on earth can make it a true one. Experimenting by this class of sculptors is a fearful and dangerous work, and carelessness becomes no less a crime. As startling as the thought may be, we, the teachers of Wisconsin, belong to this class.

When this chaotic mass of matter we call earth was brought together the elements forming marble became, by a combination of circumstances, the beautiful rock we find it—only one of a great variety of formations. After the earth was completed, after the land and water were separated and vegetation appeared; after the atmosphere was formed and the sun shone through it, after the animals appeared and all was made ready, the great Father said: Let us make man in our image after our likeness, and he was made—fearfully and wonderfully made. Whether he fell, and how if he did fall, does not concern us

now. We know, however, that great changes must have taken place as there is now but little likeness to the author of our being left in the human race. It is our duty, then, when we take the name teacher, to do all we can to make over these imperfect statues, fashioning them according to the original design, looking to the great model as we work.

First a proper conception of our work and the material upon which we work is necessary to the successful sculptors of mind and character. I say proper conception—for what teacher could bear the full and perfect knowledge of the work he is doing, and then dare to continue the work! However, we are not in danger of considering the matter too seriously. The evil lies in the opposite direction. When teaching is narrowed down to a matter of dollars and cents, then the teacher is, of all persons most to be pitied. When he can look at the great model after which he is to work and then at the poor, distorted, half-formed statues before him—I say when he can stand there with chisel and mallet in hand and feel nothing but the greed of gain, ask no question but how much will this bring him in money, then he is the worst of criminals, because he robs the children of that which is greater than property or life. If such teachers continue much longer in the work, a louder "cry of the children" will go up to the great Father than is expressed in Mrs. Browning's beautiful poem:

> "They look up, with their pale and sunken faces,
> And their look is dread to see,
> For they mind you of their angels in high places,
> With eyes turned on Deity!
> 'How long,' they say, 'how long O cruel teacher,
> Will you stand, to move the world on a child's heart,—
> Stifle down with a mailed heel its palpitation,
> And tread onward to your throne amid the mart?
> Our blood splashes upward O gold heaper,
> And your purple shows your path!
> But the child's sob in the silence curses deeper
> Than the strong man in his wrath.'"

A proper conception of the material is still more difficult because it requires not a general but a particular knowledge of each pupil. As no two objects in nature are alike in all particulars, so no two pupils require the same management. What would we say of a sculptor of marble who took several unfinished statutes, each in a different state of development, and treated them all alike! What an evidence of incompetency for his work would it exhibit! Yet, we see this done every day by sculptors of mind and character. It does not astonish us because we are so familiar with it. Pupils are treated as if coming from the same mould, and as if all had had the same workmen employed upon them. The teacher who does not take the trouble to understand each pupil separately, takes them as a whole. If one needs a point rounded off, all must have the same points rounded. If one needs a chisel inserted here, all must have the same incision.

Here is a boy with a great deal of the animal in him. It is not necessary to examine the points of his ears to discover the fact. His temper is quick and under no control. The sharp points of his nature stand out in bold relief. The probabilities are that he not only was never controlled at home, but that never or seldom saw the grand contest of self by those who tried to control themselves. Having been swayed by his passions so long, he stands before his teacher uncouth, angular, distorted; with no line of beauty to redeem his hideousness. By his side is another whose conditions have always been good. His

parentage such that he inherits no taint of blood. He has always been wisely and carefully taught at home, by works as well as words, and he stands before his teacher symmetrical, beautiful, with a fair promise of a noble manhood, if the work is continued with as much care as has been used already by the parents. What a misfortune, even more, what an eternal loss for these boys to fall into the hands of a careless, thoughtless teacher; one who cuts right and left, regardless of individual wants, indifferent as to lasting results, and who feels that his duty is done when the lessons are recited and the pupils dismissed. Yet, they do fall into just such hands, because such sculptors are all around us asking for and obtaining schools.

When will superintendents look deeper than the head before employing teachers! When will they look for heart culture and consider it indispensable to the instructor! Have not the distorted, mutilated forms of the children cried out long enough for help? Must we still wait.

How to perform this work is the great question. Here we feel like stopping. Who is able to tell how? Who is wise enough to say, this is the way, or that? No one on earth—only the Father who created, can know what each child needs. But we can know something. We can approach the truth. We can see clearer and farther every day if we keep straining our eyes to catch the faintest glimmer ahead; and catching, if we use it, new light will come faster and clearer as we advance.

This work cannot be performed well unless the teacher has a noble soul, broad and deep, able to grasp the higher, grander views of life, yet strong and good enough to minister to the diseased in mind and heart with pity instead of anger. Over the door of one of the humane institutions in London is a characteristic picture. A boy is kneeling before some apparently lifeless embers, blowing with all his might. His cheeks are extended by the effort, and he seems anxious to discover some signs of life. Under the picture are these words, "*Perhaps there is a spark.*" If a copy of this picture could be in every school-room in the land, the good done would be too great to be estimated. There is a spark of Divinity in every soul, no matter how depraved; and the right effort will bring it out, will blow it into a flame. The rubbish may have to be removed before it is brought to the light, but it is there, and the grandest, highest work in life is to search for and find this spark for those who have seemed to lose it or are indifferent to its possession. This the teacher must do. Each one must have his own way of doing the work. The results will test the way, whether it be good or ill. How much work this gives the earnest teacher! To him there is no rest—there can be none; but "Labor is service meet, and rest of soul is but a name for toil amid life's heat."

The teacher must be in good physical condition to do his work well. Every effect has its cause, and if we are not well, there is some reason for it. Generally we can prevent illness if we will. There are some cases of inherited tendencies that cannot be overcome. Sometimes overwork becomes necessary, but usually we have the matter in our hands. If we attended strictly to the physiological rules of eating and sleeping even, our school-rooms would soon exhibit a marked change for the better. If we practiced, daily, what we teach our pupils to observe and practice, precept would be enforced by example, and greater

good be done to them, as well as ourselves. We have yet to learn that no law of our being can be broken without producing corresponding suffering. But what can be said of those who intentionally deform their bodies until the sight is disgusting to every sensible person? Would that our class of sculptors had no such members: but we have them; they are all around us. They must have money to continue their deformities and they get it in this way. Think of such teachers professing to be able to round out the character, strengthen the intellect and prepare pupils for their work in life, when they show by their willful deformity of body, which is an index of the same mental condition, that they do not know the first lessons learned by a true sculptor —symmetry and proportion.

There is no doubt but a great many cases of cruelty, ill-nature and barbarism in the school room, are caused by the physical torture the teacher subjects herself to because she has not strength of character to enable her to apparel herself rationally. When shall we rise above barbarism! When will the physical millennium come—for all else depends upon it? Besides the effect upon the disposition of the teacher, the influence of such things upon a school is too great an evil to be easily comprehended.

Mr. Curtis, in his impressive book, "Travels upon the Road," says when he ascended the Milan Cathedral he found it a work of conscience. Away up among the multitude of spires, where few persons ever went, the work was finished with as much care as the most conspicuous part of the building. He beautifully calls it work out of sight. It is the part of the cathedral turned toward the light, toward heaven, and the eye of God sees it well finished for him. Much of the true teacher's work is out of sight. It is a private work between teacher and pupils and its success depends upon its privacy. It is and must be unappreciated, because it is unknown. It is purely a work of conscience. If then there is a lack of conscience, there is a lack of work out of sight. If any teacher asks, "what is this work out of sight?" the question speaks for itself, and that teacher has no right in the school-room. If those who have never taught ask, the answer would be, "it is the personal interest the teacher takes in each pupil, and the personal effort he constantly makes for the mental, moral, and physical well-being of each; and he does this in as many different ways as he has pupils. The effect of the work becomes public, but the work is done out of sight." The reward comes in the consciousness of right doing; but that is recompense enough. Our influence while we do this work is of vital importance. Many things that others can do with propriety teachers cannot do. Why? Because no other persons have such a peculiar relation to impressible minds as we, and children are not capable of making fine distinctions, but take things as they appear; so we must not only abstain from evil itself, but from all appearance of wrong.

The principal of a school in Illinois once told me he found it impossible to understand why his assistant teacher did not gain the respect and confidence of the school. She was from a Normal school, was capable and well-trained. Matters became so serious at last that he called together some of the larger pupils to find out if possible the cause. One of the most fearless answered, "We cannot respect her sir; we cannot respect any lady who will subject herself to ridicule by

going on the stage before an audience, and taking laughing gas. She might as well leave sir, she can never do us any good." And she did leave because she could not sustain herself in the school after that.

We cannot be too careful in all our public actions as well as private. It does not take much to offend the taste of one of these little ones, and they are easily mortified, for they expect better things of us than of many others. Let us be careful then that no unworthy act be done, no cant phrase escape our lips, for these things sink deeper and last longer than we, at the time, may think. If the highest manhood and womanhood are not found in this class of sculptors, then the children have a right to complain, for inducements are offered, as never before, for the highest of culture, refinement and intellect in this great work.

Our lives should not only be above reproach, but such, that the atmosphere around us be bright and sunny. We need not descend to the boisterousness, which is so disgusting in many who would otherwise be good teachers, but bright, cheerful lives will diffuse an unconscious influence that will do much toward moulding and shaping the lives of our pupils. We are preeminently a serious nation. Foreigners say we seldom smile. This is too true, but how much we could do to change this peculiarity if we would! I cannot do it, you cannot! but altogther, it would be easy.

An eminent Divine once said, "I see before me two great heaps. One is the heap happiness, the other misery. And I see every human being taking from the one and putting on the other every time he acts or speaks." Every school room has two heaps, and the teacher has much to do with the growth of the heap happiness and the decrease of the heap misery. And the increase and decrease of these will have much to do with the growth and decrease of the two great ones to which the whole world contributes. We should not only add to happiness ourselves, but teach our pupils to do the same, showing them that adding to the one always takes from the other. The glorious future of peace, joy, good will and universal progress and development, to which we all look forward, can come only when the teacher and parent join hand and unselfishly, unflinchingly do their whole duty toward the children of the land. Then the prophet, scanning the future who is asked:

> 'What dost thou see, lone watcher on the tower?
> Is the day breaking? comes the wished-for hour?
> Tell us the signs and stretch abroad thy hands
> If the bright morning dawns upon the land."

can ring out his answer to the world:

> "It breaks—it comes—the misty shadows fly:
> A rosy radiance gleams upon the sky;
> The mountain tops reflect it calm and clear;
> The plain is yet in shade, but day is near."

LATEST authority gives the population of the globe at 1,350,200,000; in America, 72,800,000; in Europe, 287,000,000; in Asia, 198,600,000; in Africa, 188,000,000; in Australia and Polynesia, 3,800,000. These people speak about 3,600 different languages, and are cut up into 1,000 different religious sects. The adherents of the principal religions, counting the whole population are supposed to be nearly thus: Greek Church, 69,692,700; the six other Oriental Churches, 6,500,000; Roman Catholics, 195,000,000; Protestant, 97,193,000; Mohammedans, 160,000,000; Budhists, 340,000,000; other Asiatic religions, 260,000,000; Pagans, 200,000,000; Jews, 6,000,000.

CUI BONO.

BY MRS. H. E. G. AREY, WHITEWATER.

(Read before the State Teachers' Association, at Madison, July 12, 1872.)

Still, as of old, through all the rack of time
While cities crumble and the mountains waste
Filling the valleys and the plains are heaved
To mountain summits by such force as turns
The rivers from their course, changing all
The face of nature,—still through all this rack,
The old world quivers at the wind's soft breath
And burgeons into bloom. Here, wave on wave
Wisconsin's prairies toss their seas of green
Foaming with flower-sprays, and from lake to lake
Out rolls the glorious landscape.
The grim oak,
That many a month its gnarled muscles knit,
To wrestle with the storm, while through the air
Its ice-wrought grape-shot hurtled to the ground,
Clothes its gaunt form in wondrous drapery,
And in quaint gracefulness arrests the sight
In satin garments such as loom of France
Has never woven.
In the everglades
Of Florida the teeming verdure swells
Rank in its ceaseless bloom. Tall pyramids
Of flowering trees and tangled vines that fling
Their garlands to the breeze, and mosses rare
With strange prismatic hues amaze the eye
And swing their censers 'neath the arch of Heaven
In fragrant waste or worship. Everywhere
The sunlight clasps us and the hoary world
Bathes in fresh beauty and is young again.
Childhood, whose flashing eye and ruddy lip
Show that the surges of life's freshest sea
Move his strong pulses in their ebb and flow,
Looks out upon this glorious world, wherein
A father's love has placed him, wild with glee
Clutching the sunlight—flushing with the flowers
And claims his birthright—never questioning
But that the joy borne in upon his sense
Is his, and his forever. So he builds
His castles on the earth, and in the air,—
Spreads o'er them all a sunlight of his own
Where no night cometh, tugs the garnered sheaves
That so delight him,—bends the bow of Hope
Till both ends meet, and in sensation lives,
Pure it may be, but full of danger for
The craft that he is floating out to sea.
Methinks the chemist knows in what sweet airs,
What noteless shimmerings of light and shade—
What welcome tropic heats,—the stuff is brewed
That storms are made of. So with you and me
What time so e'er the eager pulse of life
Throbs at its fullest. When its radiant sun
Stands at high noon, and thro' a cloudless sky
Sheds its broad beams, we know, alas, that then
Our storms are brooding.
When to childhood first
The lesson comes, that love and beauty even
Are heirs of change,—when the fair argosies
That Hope had moored so firmly at the piers,—
That he had claimed undoubting; by some storm
Are from their anchor wrenched, and borne, stark wrecks,
To sink 'mid ocean; when he sees the towers
From his fair cities toppling to the ground,
Amid the ruins of his baseless dreams
He stands in mute despair and tosses up
His hands to heaven, and cries "What good! what good!"
Even 'mid the excess of good from which he wrought
His selfish fancies, lo, he cries "What good?"
Yet, with the courage that is born of strength
He builds and builds again, with but a shade
Less of the all-grasping claim with which he first
Entered life's fiefdom,—knowing *mine* not *thine*.

Woman, the crowning work that God hath made,
Wakes to the consciousness of life and finds
Beauty and harmony,—earth's glorious dower,
And, mirrored in the light of loving eyes
Finds herself lovely. On a rounded cheek,—
An arching brow—a fairly chiseled arm
She founds her birthright—she, as beauty's queen,
And forthwith claims all earthly good as hers.
The toilers, in the mine and at the loom,—
The incense-bearers from far lands—all—all
Shall minister to her. And so she builds
Castles in Spain with an undoubting right.
But straight across her path another comes,
Fairer than she,—of statelier presence,—keen
Perchance of wit,—of broader intellect,—
Robed with more taste,—in richer garments clad,
And claims the homage of her tenantry.
And, turning from the feast, she tears away
The jewels from her brow, and casts aside
The dainty robe that seemed but yesterday
So worthy of all sacrifice, and now
With envy tugging at her sickened heart,
And malice plotting in her weary brain,
She cries "What good?" "what good?"
The brilliant boy
Who makes his mark at school, possessed perhaps
Of ready memory,—or the power to catch
The surface thought and use it, goaded on
By his proud friends, seeks for the meed of fame;
Seeks—aye—and wins it,—step by step goes up
The height that men call fame; now jostling back
His weaker brother,—trampling out of sight
The sweetest home-flowers, and outstrips the throng
That blocked his way because his selfishness
Outstrippeth theirs—and gains the meed he sought,
The crown he toiled for; claims the world as his.
As his forsooth—ah, 'tis a vicious hound
Will slip his master's leash ten times a day,
And only know his hand what time so e'er
It feedeth him. The restless throng who own
His mastership, will clamor at his door,—
Haunt him by night and dog his steps by day
Grumbling and mumbling till he share with them
The fair domain, to which he finds each hour
His title less. The crown that seemed so fair
Tortures his brow, this diamond hides within
The shaft of envy, and that emerald rare
Gains hues from that green serpent, jealousy.

O! ye fame-seekers learn this lesson first,
O! ye world-masters heed this lesson now,
"*Who rules must serve*," long since the master said.
"Ich dien, ich dien," must your motto be,
Whether ye will or no, ye cannot wear
The crown and shrink its burden. Welcome ye
Who with undaunted courage can assume
The stern responsibilities of power.

How oft this winner shivering neath his toils,
Yielding no tittle of the kingdom won—
Struggling for more, and more, amidst his gains,
Cries weakly, "Who will show us any good?"

Ho, masters, are ye thwarted in your search?
Ah, brethren, have ye failed to find the good
Ye at the outset claimed so lavishly?
Come back into the valleys—try again—
Seek with annointed eyes—with more of care,
With less assurance, ask yourselves if God,
In his great seeming goodness to the world,
Leaves us such beggars.
Oh, what eye can tell,
The gold that does not glitter,—who detect
The diamond in the mine,—what wisdom find
The treasure in unsightly covering hid?
Why, if we mount a trumpery peddler's pack
With paste and oriode filled, and up the steep
Go toiling through the sultry summer's heat,
What wonder if we, at the summit, sift
Our worthless wares, and cry, "Alas, what good?"

Amid the abundant blessings with which earth
Is clothed so lavishly, we name ourselves
At once as masters, never heeding that
Full many another patent overlies
This goodly heritage;—that on the right
This neighbor vies with that one on the left
In the same claims; and when the strife grows hot
We clutch both hands full of the stolen goods,
And cry, "Cui bono."
Now we fling the rein
Upon the neck of Passion—a fierce steed—
Untamed as was Mazeppa's, and when straight
He flings us off in some accursed morass
We rail at Heaven, whose righteous law we scorned,
In entering thus on folly's reckless raid.

Ah, when at first the human heart came fresh
From its Creator's hand, 'twas not the nest
That Vultures breed in; but the home of love,
Of pure affections, gentle, kindly thought,
That knows its kind; and over all a law,
Distinguished man as man—the power to know
The good from evil—sever right from wrong.
The Golden scales of Justice given to man,
Distinguished him from all created things,
The power to set the limits, know the bounds,
Divide the fiefdom with his brother man,
Cull share from share; and most of all to know
The bond of human fellowship, the love
That yields "my good" for "thy good."
Ah, man learns
No lesson worth learning till he cons
The page of self denial.
There's one power
That's worth the struggle up the mountain side
In sun and storm, o'er weary cliff and fell
To win the welcome summit; that's the power
Of self-control. No matter what the lands
That own your sceptre—what the gold within
Your coffers, if this cool Siloam fails
Well may he cry "cui bono" who hath not
Subdued this kingdom. Teach it to your babes
O mother, at the knee; and ye who stand
Masters within the halls of science—chosen
As guides and formers of the coming man,
With each day's lessons teach this lesson too;
Without it all the science ye can give
But widens out the borders of despair;
The sharpened intellect whets to new edge
The blade of torture. Bid your pupils choose
The word "Excelsior," and their banner bear
Up moral heights sublime. Ah, early teach
That *Excellence* not *precedence* must win
In the long race. And bid them measure man
As worth not what he has, but what he is;
So shall ye build the bulwarks of the state
Of worthy citizens, and make your schools
Its great life-centre. For be sure that no
Mere culture of the reasoning powers will give
Peace to the individual, or the state.
God makes us part of that great harmony
His moral universe, and if we break
In that fair solar system the one bond
That binds it star to star, what wonder if
We lose our orbit, and go wailing on
Through rayless darkness. The blest law of love
Being the one fee of our inheritance
He who shall cast it from him willfully
Hath played the part of Esau,—sold, alas,
His birthright for a mess of pottage, and
Does well to mourn his loss, but not so well
To rail at Heaven as author of his loss.

Life is not "aw' a muddle"—only blind
Because we haggle at the lesson given
And will not see the highest earthly good
Is not *the* good. And will not do our work
For the work's sake, as all true work is done.
True work! Worth more in its own self than aught
Of earthly good it brings us. We may toil
To live indeed—and live again to toil;
But this is a mere idle eking out
Of worthless life—a tread-mill slavery.

There are no summits in Acadia,
But there are swelling rivers, such as shall
Make glad the city of our God. And he
Who dwells beside them never asks "*What good?*"
For every good is his—and change and loss
Are neither change or loss—only a law
Transcendent in its workings. Nature shows
"We do not lose what God has only hidden."
The sun behind the clouds is still a sun,
And if a gap comes in his band of love
He knows 'tis but a jewel borrowed for
A brighter setting. Thus, above the earth
Claiming no mastership,—rejoicing in
Another's good—trusting with surest faith
The love that hath so loved him—toiling on
Wrapt in his toil—at the foundation stones
In the cathedral of the universe
He finds all good.

A Limit to Improvemeft.—The school superintendent of Hinds county, Mississippi, has advised the teachers of that region to drop the provincial pronunciation of certain words, such as gwine for going, clar for clear, thar for there, and so on, and to adopt that recommended by Webster and other lexicographers. This the editor of *The Hinds County Gazette* calls placing the last feather on the camel's back, and after an indignant recital of the injuries the people of Mississippi have suffered at the hands of the Yankees, he exclaims: "And now our masters have the presumption and impudence to require southern teachers to ram down the throats of southern children the peculiar pronunciation and whangdoodle of New England."

Editorial Miscellany.

THE ASSOCIATION.

To the almost entire exclusion of our usual variety, we give up our pages this month mainly to the doings of the Association.

The meeting seems to have been quite generally regarded as very pleasant and successful. The President and Executive Committee evidently did everything in their power to make it so. The ladies did not hesitate to exercise the right accorded them of paying their way, and this change in old customs may be regarded as fairly inaugurated. The book-agents did not disappoint us—and what would an Association be without their good-natured and good looking faces to enliven the scene?

The Papers and lectures presented, as a whole, were of an unusually high order. Without attempting to characterize each, we let as many of them as possible speak for themselves in the present number. We have published all the papers received in season for this issue, and have been obliged to crowd our pages some to give them room. We expect to give additional papers next month.

We commend to the President elect and Executive Committee, however, a radical innovation: Let the next meeting be largely a business meeting; and the business well digested and well arranged. Pithy and practical reports, followed by pungent discussions, will tend to more practical results. The educational interests of the state are now large and varied. Fifty teachers who have something to say may as readily be found as five. Good Lectures and Essays are good things, in their places; but as no man who regards his stomach wishes to dine or lunch half a dozen times in a day, so there is a limit to the receptive capacity of the human mind, at least within the space of twenty-four hours listening.

But the Association was by no means barren of practical results, as may be seen by the proceedings. A well considered course of study was presented, and the address of Dr. CARPENTER on "Reading" is worthy of a most careful perusal. The other papers presented in this number abound in valuable thoughts, and a fine vein of thought may readily be detected beneath the metrical form of Mrs. AREY'S offering.

The Lecture on the "Sun," by Prof. PEABODY, of Chicago, was elaborate and exhaustive, presenting the latest investigations and speculations in regard to that just now potent luminary, and sustaining the Professor's reputation as a teacher and a writer on astronomy. The Lecture by Prof. PEABODY, from Harvard, on "Language," or rather on "Words," was pleasant and instructive, and presented many fine points. Nothing was better received, however, than the address of Superintendent PICKARD, from Chicago, who felt evidently as if he was glad to breathe the air of Wisconsin once more. Of the Lecture of Prof. PHELPS, Principal of the Winona Normal School, we are able to give elsewhere a brief sketch, from one of our city papers.

THE NORMAL REGENTS—including the State Superintendent—are on a tour of observation and inquiry connected with the location of the next Normal School. Stevens Point, Grand Rapids, La Crosse Menomonie, River Falls and other places will be visited, and we hear that they may get up as far as Superior. We do not know whether Duluth prefers claims! As the School at Oshkosh will accommo-

date the east and northeast counties, it would seem quite obvious that the next School ought to be pushed pretty well towards the northwest.

The School at Oshkosh will open, it is understood, if not otherwise determined by the Board, on Wednesday, August 30th. It is already known to our readers that the Board have selected GEORGE S. ALBEE, late Principal and Superintendent of the Racine Public Schools, as President. ROBERT GRAHAM, late Agent of the Board, many will be glad to hear, has accepted the place of Assistant; and we are pleased to learn that Mr. D. E. and Mrs. M. E. HOLMES, late Principal and Assistant in the Berlin High School, have also received appointments. Other skillful and competent teachers, to make up the needed corps, will in due time be announced. Wishing them all God-speed, we bespeak for the School in advance a generous confidence and support. We must all not only hope for the best, in regard to our Normal Schools, which are to become one of the main-stays of our whole public educational system, but we must all help to bring about the best practical results. To this end, let the School at Oshkosh be at once filled with an earnest and intelligent body of students.

The Board, very wisely as we think, have provided that an Institute course of six weeks shall hereafter be a feature of the Fall session of each of the Normal Schools. These, with the "long" and "short" Institutes, already provided for by law, ought to reach nearly the whole body of our teachers.

Many teachers in the State will be gratified to learn that the Board have appointed Prof. C. H. ALLEN their Agent for Institute work, and that he is now preparing to take the field. The following are deserved tributes:

"We are pleased to record the appointment by the Board of Regents of Prof. C. H. Allen, of Platteville, to the position of Agent of the Board for holding Institutes. His duties will necessarily take him to all parts of the State, and in order that he may more readily reach his family, it will be necessary to remove his residence to Madison. While we, in common with the people here, regret the necessity of their removing from our midst, we feel, as long as they remain in the State, we will still have a claim on their friendship. That the Professor will fill the appointment with credit to himself and to the satisfaction of the Board we have no doubt."—*Grant County Witness.*

"The Professor's past experience and proved ability for Institute and Normal work, and the earnestness which he has always shown in it, are an abundant guarantee that he will render valuable service to the educational interests of the State in the position to which he has been appointed. In the matter of residence, Madison will gain what Platteville loses, and Prof. Allen and his family will be gladly welcomed back here again, with gratification felt in both places, as elsewhere, that the Professor is to remain in the State.—*State Journal.*

THE "SCHOOL MONTHLY" AND THE "JOURNAL."—One reason for asking, as the State Teachers' Association did, a year ago, that we would issue the JOURNAL OF EDUCATION, was the suspension of the *School Monthly*. It is but proper to remark here, that some time before its suspension, its proprietor had his dwelling and goods burned.

We offered him, when we accepted our trust, to make up the numbers of the *Monthly* due to his *paid up* subscribers, if he would furnish us the bare cost of so doing. To this he now assents; and as soon as the condition is complied with we shall be ready and glad to carry out the arrangement.

We are also authorized to receive *unpaid* subscriptions on the *Monthly*, and on so doing, will forward the JOURNAL to all those remitting, as long as the *Monthly* was due them to make out the year. We shall of course account to the proprietor of the *Monthly* for his share of all such remittances. This we think will be an advantageous and honorable arrangement for all concerned.

WISCONSIN STATE TEACHERS' ASSOCIATION.

Nineteenth Annual Session.

ASSEMBLY CHAMBER, MADISON, July 11, 1871—8 P. M.

The Association convened, pursuant to notice, at the above time and place, and was called to order by President ROBERT GRAHAM.

After being welcomed by His Excellency, Governor FAIRCHILD, in a neat and fitting address, to which the President responded, Prof. S. H. PEABODY of the Chicago High School was introduced, and entertained the Association by delivering a highly interesting lecture on "The Sun."

WEDNESDAY, July 12, 1871—9 A. M.

The exercises being opened by prayer and the singing of the Doxology, Vice President D. E. HOLMES took the chair, and President GRAHAM delivered the following:

ANNUAL ADDRESS.*

Fellow Teachers of Wisconsin, and Friends of Education:

To-day brings again our annual reunion. A kind Providence has watched over and preserved us another year. Gladly we greet each other—warm is the grasp and hearty the welcome, for the teachers' ranks scarcely admit of cold, calculating selfishness, or green-eyed jealousy. Sympathetic hearts are here; mutual joys and sorrows; mutual successes and failures. Happiness on the whole has outweighed the sorrow. This is my experience and yours, for often, very often, the darkest cloud of sorrow and sadness brings brightest joy. And so we meet with *hearty* greetings, because they speak of heart work.

I am agreeably surprised to find so many present. Our wise Executive Committee decreed after mature deliberation, that we must each and all pay our own bills. There were two or three reasons for this action:

1. The number of towns in the State inviting us to come were somewhat less than a score. And this is not the first experience we have had in finding it difficult to secure a place where the inhabitants were willing to entertain ladies free.

2. This Executive Committee are all "women's rights" men, and hence were in conscience bound to allow the ladies the right to pay—no distinction in regard to sex, race, color, or previous condition of servitude.

3. The ladies, at the last association, expressed such desire.

We come as representatives of the educational interests of this commonwealth. Mighty responsibilities hang over us. We come to answer the query, "Watchman, what of the night?" From the general to the private, what report? What aggressive movements—what defensive? Have ignorance, prejudice and superstition, with their mighty hosts and bright array of banners, armed with the latest and most approved weapons, been successfully repulsed in any quarter? Has any dislodgement been made? What report from the skirmish-line of mixed schools? What from the inner posts of graded schools? What from the officers of the line—the Principals of high schools? What from the staff of Generals, Brigadier and Major, of our normal schools and university? What from the General-in-Chief—the State Superintendent?

Are our free schools a success; do they accomplish what is desired? Are the people becoming more intelligent, industrious and happy? Are there mutterings of ill-feeling from any quarter towards our free schools? If so, what and when? Wha *has* been done for mixed schools? Have they a grade of study? If not, why? Are the teachers of mixed schools retained in any one school sufficient time to accomplish any well defined results? If not, what remedy? Have teachers of graded schools definite, well-digested plans of what they desire to accomplish in any given time? Have they the proper views of the Philosophy of Education, what it is, and how attained? Is Normal training necessary to inspire a teacher with proper views concerning his work? If so, what has been done to secure it? Is Academic and higher instruction detracting from the true work of the Normal Schools?

Can methods of teaching be given in the Normal schools unless Academic pre-

* Being unable to obtain the address in full, we use the report given in the "State Journal."—*Edrs. Jour.*

cedes? How shall a wide range of Normal training be secured? Is there in any of the High schools a course of study pointing to the University? If not, is it desirable that there should be such a course? How shall an influence be created favorable to higher education, with the University in view?

Are all the children of the state between the ages of 6 and 14 regularly attending school? If not, what remedy? Is the EDUCATIONAL JOURNAL what it should be—are we subscribers—are we contributors to its columns? If not, why?

Prof. Graham then proceeded to show what a true education is, quoting from Milton, Ruskin and Carlyle. He also discussed the subject of Normal schools, closing as follows:

"Poor schools and poor teachers are in the majority. Multitudes of schools are so poor that I had almost said they were better closed. They add but little to the intellectual or moral power of any community. They afford the sad spectacle of ignorance engaged in the stupendous fraud of self-perpetuation at the public expense.

It is apparent that the wants of the country demand the establishment of a system of Normal schools, which shall embrace in their course of study only those branches taught in our district schools, with special training in methods and school management. In Massachusetts, with two years' course, only one-half the students complete the course. In Illinois three-fourths remain only one year or less. In Kansas four-fifths leave by the expiration of the first year. If, then, from one-half to four-fifths of the pupils entering a school leave so soon, why should there not be an elmentary course specially adapted to their Wants?

I sincerely hope it may come within the province of this Association to co-operate in counsel and action with the Board of Regents of Normal Schools, now in session, in the direction indicated.

The Normal Schools now in operation are doing a good work. Their graduates are alike honoring themselves and the schools. May the fruits of their labor become more and more apparent.

In regard to compulsory education, Prof. G. quoted the States of Michigan and Texas in favor of the law; also, the opinions of Gov. Fairchild, Gen. Eaton, head of the National Bureau of Education, Superintendent Craig, State Superintendent of Pennsylvania, and several others, in favor of the law.

In regard to the inadequate salaries of county superintendents, Prof. G. says: "Superintendents are necessitated in many instances to resign their positions in consequence of inability to support their families. This ought not so to be. From personal acquaintance with a large number of county superintendents of this State, I know them to be faithful, discerning, honest, self-denying men, who are endeavoring with earnest purpose to combat ignorance and prejudice in whatever form they present themselves. They are doing a good work; and as no attempt was made the past winter to repeal the law creating the office, it is fair to conclude that the people are in a good degree satisfied with their work."

Of Teachers' Institutes, Prof. G., who has been in the employ of the Board of Normal Regents, engaged in holding Institutes during the past year, says:

"Forty-four Institutes have been held in this State during the last year, as per Superintendent's report. Probably not less than fifty have been held this year, with an average attendance of sixty members, making in all 3,000 reached through this agency. Of the kind and amount of work done it behooves not me to speak. Of one thing I am assured—it has done me good. I feel toned to a higher ideal of the teacher's work. With all its labor, toil and difficulty some of the pleasantest memories of my life cluster around this Institute work.

"This kind of work seems to be growing in favor with the people. The Legislature, last winter, made a special appropriation of $2,000 to carry out this plan of Normal Institutes. These are to be held for not less than four weeks, and are under the direction of the State Superintendent and Board of Normal School Regents. Should these prove as successful as we believe they will, our teachers will find less excuse for work carelessly done; and superintendents who are possessed of vertebrae, can find relief from the sting of accusing conscience by relieving incompetent teachers of responsibility in connection with school work, without being obliged to close the school houses.

Teachers should be compelled to attend these institutes, without losing time, if their schools are in session, or furnish evidence of having attended a more exended course of training of a similar character.

Prof. Graham takes strong ground in favor of introducing music and drawing into all our schools, upon which subject he is eminently sound, as our experience in the public schools of this city fully shows.

The speaker alluded as follows to the death of F. C. Pomeroy, late City Superintendent of Milwaukee:

Since our last meeting we have been called to mourn the loss of an earnest educator in tho person of F. C. Pomeroy, superintendent of the schools of Milwaukee. In the death of Mr. Pomeroy the cause of public education has lost an able advocate who devoted the best years of his life to the work he had undertaken. He brought to that work a mind mature in judgment and of high scholastic attainments. He sacrificed every other ambition, and to the last was found at the post of duty, with his armor on.

Prof. G. concluded as follows:

But I must close, as I have already taxed your patience. In the review of work done during the past year, there is much to cheer and encourage.

To-day we have a Journal of Education worthy of the name, issued from the Department of Public Instruction. Its visits are hailed with delight—its pages perused with eagerness—a welcome visitor diffusing not only the power of thought and geniality of soul of its able editors, but affording a medium of communication for the rich experience of practical educators, the methods of teaching, detail of organization, the proper development of the pupil in all that tends to make him healthy, intelligent and good. No teacher can afford to be without it.

This association which has grown from the small number of half a score to as many hundred, is a power known and felt in the State. Earnest, strong minds brought it into existence, and such minds are still at work. The friends of free schools are neither loud nor boastful; they show no flaunting banner, but if necessity demands, the whole nation, including all tongues and nationalities, will rally around the flag of liberty and intelligence.

Let your deliberations evince careful thought. We are here as workers—not as lookers-on. It is to be hoped that this meeting will not be obnoxious to the charge of having done little or no good. If each one will feel that he has a personal interest in what is said and done, then good will be accomplished. If you have words to say worth saying and hearing, say them. Compare experiences; unite practice with theory.

I have said no word of your responsibility; others will undoubtedly do this. You feel it. The school centres on the teacher. The State has done much, and will do more, to aid you to a better preparation.

Ignorance and vice are the foes to be conquered. Their name is Legion; their sting is deadly; their power is almost omnipotent. Yet it is yours to meet such a foe. If faithful you will prevail; you *shall* conquer.

Clearness of thought, purity of heart, earnestness of purpose, with a believing confidence in a kind and loving Father—sitting at the feet of our Great Teacher, our Elder Brother, leaning on Him and learning from Him—these will assuredly make you faithful and triumphant, and you shall in nowise lose your reward, which shall be two immortalities—one you shall carry with you when you go hence; the other shall remain impressing and reimpressing your life and character on mind and heart while time shall last.

On motion of SAMUEL SHAW the address was referred for distribution to a committee consisting of W. D. PARKER, D. E. HOLMES and J. B. THAYER.

The following announcements were made by the President:

Committee on Enrollment—A. J. Cheney, D. McGregor, G. M. Bowen.
Assistant Treasurer—M. T. Park.

Professor OLIVER AREY of Whitewater Normal School read a paper, entitled "Suggestions on the Economy of Mind Power," after which a recess of fifteen minutes was indulged in.

Business being resumed, Prof. S. S. ROCKWOOD of Milton recited Whittier's "In School Days;" and Supt. AMOS WHITING of Trempealeau read an interesting paper on "Mental Vision."

W. D. PARKER, of the committee to whom was referred the President's Address reported the following sub-committees:

On Normal Schools—O. Arey, S. S. Rockwood, George Beck.
On Compulsory Education.—W. D. Parker, G. S. Albee, J. Q. Emery.
On School Supervision—J. K. Purdy, T. D. Kanouse, D. G. Purman.
On Institute Work—S. Fallows, J. B. Pradt, O. Arey, R. Graham.

On Music and Drawing—D. E. Gardner, Mrs. M. E. Holmes, J. E. Burton.
On Necessity for Special Training—C. H. Allen, Alex. Kerr, W. C. Whitford.
On Obituary Notices—J. B. Pradt, J. K. Purdy, Marion V. Churchill.

Adjourned to 2 o'clock P. M.

Afternoon Session—2 o'clock.

The Association being called to order, A. H. HINMAN of Chicago, presented the subject of Penmanship, giving the teachers present some valuable hints with regard to conducting exercises in this much neglected branch of study.

Miss MARY E. WADSWORTH of Beaver Dam, read a paper on "The Education of Our Girls," which was listened to with great interest, and for which the authoress was highly commended by those who were fortunate enough to hear her.

After a recess of fifteen minutes, Miss ELIZA GRAVES of Kentucky, read a paper entitled "A Plea for Culture."

W. D. PARKER of the Committee on Compulsory Education, offered the following:

"The Committee to whom was referred the matter of Compulsory Attendance of Children at School, have had the same under consideration, and beg leave to report; that

"WHEREAS, The efficiency of law being entirely dependent upon the co-operation of the people whose interests are to be served; and

"WHEREAS, The people are not in sympathy with laws which permanently remove the children from their custody; therefore

"*Resolved,* That, in the opinion of the Wisconsin Teachers' Association, no law of compulsory attendance should be enacted."

This report was not considered as expressing the sense of the Association, its adoption was not not agreed to, and

On motion of A. EARTHMAN, the subject was referred back to the Committee, who are to offer a more complete report at the next session of the Wisconsin Principals' Association.

After some discussion on "the Resources of the Association," by Messrs. REYNOLDS, PARKER, GAYLORD, SALISBURY, WHITFORD and PURMAN, the Association adjourned to 8 o'clock P. M.

Evening Session.

The exercises of the evening were introduced by a solo, sung by Prof. BRAND, of Madison.

Prof. W. T. PHELPS, of Winona Normal School, was then introduced, and delivered an able and exhaustive address on "The Problem of Universal Education and the Conditions of its Solution in our Country."

The Madison Brass Band then favored the Association with some choice music, after which the President announced the programme for the following day, and the Association adjoured till Thursday morning.

THURSDAY, July 13, 1871.

Morning Session—9 o'clock.

President GRAHAM in the chair.

After the usual devotional exercises, and a solo by Prof. BRAND,

ALEX. KERR, of the committee on Course of Study, appointed last winter, made the following report:

COURSE OF STUDY FOR GRADED SCHOOLS.

FIRST YEAR—*First Term.*—1, Counting from 1 to 20; 2, Special Drill Exercises to cultivate quickness and accuracy of perception preparatory to Reading; reading from charts, blackboard and slates, and to aid in teaching it; instruction and questions upon common things, consisting of domestic animals, articles of food, clothing, furniture, objects used in sport and labor, etc.; 3, Printing and Drawing; 4, Behavior and Habits of Order; 5, Singing and Physical Exercises.

Second Term.—1, Counting from 1 to 100; 2, Reading from Primer and Printing; 3, Oral Instruction on plants, illustrated by drawings of specimens to impress correct ideas of form, color and size; 4, Behavior and Habits of Order; 5, Singing and Physical Exercises.

Third Term.—1, Naming the figures used in the Reader; 2, First Reader begun, Printing; 3, Oral lessons on native animals, illustrated by pictures of the same; 4, Behavior and habits or Order; 5, Singing and Physical Exercises.

SECOND YEAR—*First Term.*—1, Estimation of Distances; 2, First Reader completed; 3, Oral Spelling from Reader; 4, Writing by Principles; the small letters begun; 5, Oral Lessons on Flowers; pictures of specimens drawn with colored crayons; 6, Behavior and Habits of Order; 7, Singing and Physical Exercises.

Second Term.—1, Estimation of Weight; 2, Second Reader begun; 3, Oral Spelling from Reader; 4, Writing by Principles; the small letters completed; 5, Oral Lessons on Vegetable Products; 6, Behavior and Habits of Order; 7, Singing and Physical Exercises.

Third Term.—1, Estimation of Time; 2, Second Reader continued; lessons written; 3, Oral Speaking from Reader; 4, Writing by principles; the capital letters begun; 5, Oral Lessons on the Human Body, and Drawing in connection therewith; 6, Behavior and Habits of Order; 7, Singing and Physical Exercises.

THIRD YEAR—*First Term.*—1, Second reader completed, lessons written; 2, Oral spelling from reader, with simple rules for the use of the capital letters and punctuation marks found in the lesson; 3, Writing by principles, the capital letters completed and the figures; 4, Oral instruction on insects, drawings of specimens; 5, Morals and manners; 6, Singing and calisthenics.

Second Term.—1, Third reader begun, lessons written; 2, Oral spelling from reader; 3, Oral geography, points of compass; school-house, grounds and surroundings, soils and rocks, map drawing by scales; 4, Arithmetic, addition and subtraction, oral and written work, taught with objects; 5, Morals and manners; 6, Singing and calisthenics.

Third Term.—1, Third reader continued, lessons written; 2, Oral spelling from reader; 3, Oral geography, the section, the town, its natural divisions, minerals, vegetable and animal productions, occupations of the people, and history, map by sections; 4, Arithmetic, multiplication and division, oral and written work, taught with objects; 5, Morals and manners; 6, Singing and calisthenics.

FOURTH YEAR—*First Term.*—1, Third reader continued; 2, Written spelling from reader; 3, Oral geography, the county, its natural divisions, productions, occupations of the people, cities and villages, traveling facilities, history, map by sections and townships; 4, Primary arithmetic begun, oral instruction in notation and numeration; 5, Impromptu composition; 6, Morals and manners; 7, Singing and calisthenics.

Second Term.—1, Third reader continued; 2, Written spelling from reader; 3, Oral geography, the state, its important natural and artificial divisions, description of lands, productions, occupations of the people, cities, traveling facilities, history, map by townships and counties; 4, Primary arithmetic completed, oral instruction in notation and numeration; 5, Impromptu composition; 6, Morals and manners: 7, Singing and calisthenics.

Third Term.—1, Third reader completed; 2, Written spelling from reader; 3 Geography of United States begun; map drawing by construction lines; 4, Intellectual and written arithmetic; addition and subtraction; 5, Impromptu composition; 6, Morals and manners; 7, Singing and calisthenics.

FIFTH YEAR—*First Term.*—1, Fourth reader begun; 2, Written spelling from reader; 3, Writing copies with pen and ink; 4, Geography of United States completed; map drawing by construction lines; 5, Intellectual and written arithmetic; multiplication and division begun; 6, Impromptu composition; 7, Morals and manners; 8, Singing and calisthenics.

Second Term.—1, Fourth reader continued; 2, Written spelling from reader; 3, Writing copies with pen and ink; 4, United States history begun; 5, Intellectual and written arithmetic; division completed; greatest common divisor; least common multiple; 6, Impromptu composition; 7, Morals and manners; 8, Singing and calisthenics.

Third Term.—1, Fourth reader continued; 2, Written spelling from reader; 3, Writing copies with pen and ink; 4, United States history continued; 5, Intellect-

ual and written arithmetic; reduction, addition and subtraction of fractions; 6, Impromptu composition; 7, Morals and manners; 8, Singing and calisthenics.

SIXTH YEAR—*First Term.*—1, Fourth reader continued; oral grammar; 2, written spelling from reader; 3, Writing copies with pen and ink; 4, United States history completed; 5, Intellectual and written arithmetic; multiplication of fractions; division begun; 6, Impromptu composition; 7, Morals and manners; 8, Singing and calisthenics.

Second Term.—1, Fourth reader continued; oral grammar; 2, Written spelling from reader; rules for spelling; 3, Writing copies with pen and ink; 4, Geography; mathematical; forms of government; North America; map drawing by construction lines; 5, Intellectual and written arithmetic; division of fractions completed; decimals; 6, Impromptu composition; 7, Morals and manners; 8, Singing and calisthenics.

Third Term.—1, Fourth reader continued; oral grammar; 2, Written spelling from reader; abbreviations; 3, Writing copies with pen and ink; 4, Geography; South America and Africa; map drawing by construction lines; 5, Intellectual and written arithmetic; decimal currency; compound numbers begun; 6, Impromptu composition; with special reference to habits of speech; 7, Morals and manners; 8, Singing and calisthenics.

SEVENTH YEAR—*First Term.*—1, Fifth reader begun; oral grammar; 2, Written spelling from reader; 3, Writing copies with pen and ink; 4, Geography; Europe; map drawing by construction lines; 5, Intellectual and written arithmetic; compound numbers completed; 6, Impromptu composition; with special attention to habits of speech; 7, Morals and manners; 8, Singing and calisthenics.

Second Term.—1, Fifth reader continued; 2, Written spelling from reader; 3, Writing copies with pen and ink; 4, Geography; Asia and Oceanica; map drawing by construction lines; 5, Intellectual and written arithmetic; percentage begun; 6, Grammar; etymology begun; impromptu composition; parsing; 7, Morals and manners; 8, Singing and calisthenics.

Third Term.—1, Fifth reader continued; 2, Written spelling from reader; 3, Writing copies with pen and ink; pencil drawing; 4, General history begun; ancient geography; 5, Intellectual and written arithmetic; percentage continued; oral instruction in business forms; 6, Grammar; etymology continued; Impromptu composition; parsing; 7, Morals and manners; 8, Singing and calisthenics.

EIGHTH YEAR—*First Term.*—1, Fifth reader continued; 2, Written spelling from reader; 3, Book keeping; single entry; pencil drawing; 4, General history continued; mediæval geography; 5, Intellectual and written arithmetic; percentage completed; equation of payments; 6, Grammar; etymology completed; impromptu composition; parsing; 7, Morals and manners; 8, Singing and calisthenics.

Second Term.—1, Fifth reader continued; 2, Written spelling from reader; 3, Writing copies with pen and ink; pencil drawing; 4, General history completed; 5, Intellectual and written arithmetic; ratio and proportion; partnership; alligation; 6, Grammar; syntax begun; composition writing; analysis; 7, Morals and manners; 8, Singing and calisthenics.

Third Term.—1, Fifth reader completed, special drill exercises in the elementary sounds; 2, Written spelling from reader; 3, Writing copies with pen and ink; 4, Geography reviewed; 5, Intellectual and written arithmetic completed; 6, Gammar; syntax completed; composition writing; analysis; 7, Morals and manners; 8, Singing and calisthenics.

COURSE OF STUDY FOR PUBLIC HIGH SCHOOLS.

FIRST YEAR—*First Term.*—1, Language, Latin, French or German; 2; Mathematics, arithmetic renewed; 3, Natural science, physical geography; 4, English, reading and spelling; 5, Rhetoric, essays, declamations, discussions, recitations, impromptu compositions, oral exercises in narration and description.

Second Term.—1, Language, Latin, French or German; 2, Mathematics, algebra; 3, Natural science, phyiscal geography; 4, English, reading and spelling; 5, Rhetoric, as in No. 5 above.

Third Term.—1, Language, Latin, French or German; 2, Mathematics, algebra; 3, Natural history, natural history of animals; 4, English, reading and spelling; 5, Rhetoric, as in No. 5, first term.

SECOND YEAR—*First Term.*—1, Language, Latin, French or German; 2, Mathematics, geometry; 3, Natural science, physiology; 4, English, reading and spelling; 5, Rhetoric, essays, declamations, discussions, recitations, impromptu compositions, oral exercises in narration and description.

Second Term.—1, Language, Latin, French or German; 2, Mathematics, geometry; 3, Natural science, natural philosophy; 4, English, reading and spelling; 5, Rhetoric, as in first term.

Third Term.—1, Language, Latin, French or German; 2, Mathematics, trigonometry; 3, Natural science, natural philosophy continued; 4, English, reading and spelling; 5, Rhetoric, as in first term.

THIRD YEAR—*First Term.*—1. Language, Latin, French or German; 2, Politics, civil government; 3, Natural science, chemical physics; 4, English literature; 5, Rhetoric, as in first and second years.

Second Term.—1, Language, Latin, French, or German; 2, Commercial science, book-keeping; 3, Natural science, chemistry; 4, English, philosophy of rhetoric; 5, Fnglish literature; 6, Rhetoric, as above.

Third Term.—1, Language, Latin, French, or German; 2, Natural science, botany; 3, Politics, political economy; 4, English literature; 5, Rhetoric, as above.

FOURTH YEAR—*First Term.*—1, Language, Latin, French, or German; 2, History, universal history reviewed; 3, Metaphysics, mental philosophy; 4, English literature; 5, Rhetoric, exercises continued as before.

Second Term.—1, Language, Latin, French, or German; 2, Physics, astronomy; 3, Metaphysics, mental philosophy; 4, English literature; 5, Rhetoric, as above.

Third Term.—1, Language, Latin, French, or German; 2, Natural science, geology; 3, Metaphysics, moral philosophy; 4, Rhetoric, preparation and rehearsal of graduating essays and orations.

Lessons in drawing throughout the four years.

This report was accepted, and discussion upon it postponed till the session of the Wisconsin Principals' Association.

Gov. FAIRCHILD here made his appearance in the Assembly Chamber, and invited the members of the Association to be present at a reception to be held at his house at 7 o'clock P. M.

Professor S. H. CARPENTER, of the State University, then read an able paper on "What and How to Read,"

Singing—"All Hail the Power of Jesus' Name," by all present.

A poem, composed for the occasion, entitled "Cui Bono," was read by its authoress, Mrs. H. E. G. AREY, of Whitewater Normal School.

Recess of fifteen minutes; after which

S. R. ALDEN, of Whitewater Normal School, read the two poems: "Darius Green and his Flying Machine," and "The Bugle Song."

The Committee on Finance was announced by the chair as follows: T. D. KANOUSE, J. J. LLOYD, HOSEA BARNS.

Professor M. P. CAVERT delivered an address upon "Music; its Extent and Influence."

The time for the election of officers having arrived, on motion a formal ballot was taken for President, with the following result:

Whole number of votes cast, 138; necessary to a choice, 70. Of this number SAMUEL SHAW received 93; DUNCAN MCGREGOR received 24; Mrs. M. E. HOLMES received 12; B. M. REYNOLDS received 9.

SAMUEL SHAW having received a majority of all the votes cast, was declared elected President of the Wisconsin State Teachers' Association for the ensuing year.

In order to expedite business, the Chair announced the following:

Committee on Nominations—J. Q. EMERY, T. D. KANOUSE, T. C. CHAMBERLIN.

Adjourned to 2 P. M.

Afternoon Session—2 o'clock.

The chair appointed the following

Committee on Resolutions—S. SHAW, S. S. ROCKWOOD, W. D. PARKER.

J. K. PURDY, of the *Committee on School Supervision*, made the following report, which was adopted:

"Your committee to whom was referred that part of the president's address relating to school supervision, recommend the adoption of the following resolution as the sense of this association.

Resolved, That we heartily indorse the present system of supervision by county superintendents:

That its inefficiency in certain localities is due to the fact that the salaries paid are insufficient to secure the necessary talent; or, that when capable men are obtained, they are frequently compelled to devote a part of their energies to other employments in order to support themselves and families; and thus our schools are deprived in a greater or less degree, of that thorough supervision which they demand."

J. K. PURDY,
T. D. KANOUSE,
D. G. PURMAN.
Committee.

JUDGE KNAPP, of Madison, read a somewhat lengthy paper upon "The Isotherms of Wisconsin."

J. L. PICKARD, superintendent of the Chicago schools, delivered an address on "The Hindrances to the Success of the Teacher," after which he made some extempore remarks, paying a fitting tribute to our lamented chief, the late A. J. CRAIG.

After a recess President WHITFORD, of Milton College, read a paper, entitled "Conditions of Success in the School Room."

This address, being full of practical hints, was attentively listened to; as was also the essay by Mrs. M. E. HOLMES. of Berlin, on "Sculptors."

During the Business Session which then followed, the several committees made reports as follows:

J. Q. EMERY, of the Committee on Nominations offered the following:

For Vice Presidents.—D. McGregor, Platteville; C. F. Viebahn, Sauk City; Mrs. H. E. G. Arey, Whitewater.

For Secretary.—A. Earthman, Reedsburg .

For Treasurer.—C. M. Treat, Clinton.

For Executive Committee—W. D. Parker, Janesville; A. Everett, Oshkosh; W. A. De La Matyr, Elkhorn; W. C. Whitford, Milton; Alex. Kerr, Madison.

J. Q. EMERY,
T. C. CHAMBERLIN,
T. D. KANOUSE.
Committee

Accepted, and the secretary instructed to cast the ballot for the association. The above nominees were then declared elected for the ensuing year.

T. D. KANOUSE, of the Committee on Finance, offered the following report, which was adopted:

"Your committee have received and audited the several bills presented, and find the aggregate amount to be $128.65, which includes not only the expenses attending the present session, but also a balance of $4.00, unpaid for session of 1870.

The Treasurer's account shows

Balance on hand at close of last session	$87.07
Received on Membership, present session	94.50
Total	179.57
Expenses of present session	$128.65
Balance on hand	$52.92

T. D. KANOUSE,
HOSEA BARNS,
J. J. LLOYD,
Committee.

J. Q. EMERY, of the Committee on Honorary Membership, recommended the following persons as Honorary Members of the Association:

President W. T. Phelps, Winona; Judge J. G. Knapp, Madison; Prof. S. H. Peabody, Chicago; Miss M. E. Simmons, Oswego; Miss Eliza Graves, Kentucky; Prof. M. P. Cavert, Illinois; Gov. Lucius Fairchild and lady, Madison; Dr. A. H. Peabody, Cambridge; Prof. J. L. Pickard, Chicago; Gen. David Atwood, Madison.

Adopted.

A. EARTHMAN offered the following substitute for Article 2 of the Constitution:

"This Association shall consist of school officers, friends of education, and persons engaged in teaching in this State, who shall pay annually as follows: male members one dollar, and female members fifty cents each."

Laid over for action at the next annual meeting.

O. AREY, of the Committee on Normal Schools, presented the following report, which was adopted:

"Your committee beg leave to report, that it has been recommended by them, and accepted by the Board of Normal Regents, to attach to each of the Normal Schools of the State an elementary course of study comprising one year; that this course shall commence each year with an Institute course of six or eight weeks; that it shall have in view the better preparation of teachers for our district schools; and that those who pass successfully this one year's course, shall receive a certificate of attendance."

O. AREY,
S. S. ROCKWOOD,
GEO. BECK,
Committee.

J. B. PRADT, of the Committee on Obituaries, offered the following:

Your committee, as well as most of the members of the Association, cannot but remember that when we assembled a year ago, we were in sorrow and sadness at the recent loss of one who had long been identified with the educational work of the state. Little did we anticipate that a few days latter another prominent worker in the field would be stricken down.

FENNIMORE COOPER POMEROY was born November 4, 1813, in Cooperstown, N. Y. He was the son of Dr. GEORGE POMEROY, of that place. Mr. POMEROY, it is understood, was for three years a student in Dartmouth. Of his early life, other than this, your committee are not informed; but he came to Milwaukee while yet a young man, and was for some time engaged in the business of druggist. He was married in 1840, to Miss STELLA A. WOOLSEN, of Claremont, N. H.

After a brief residence in Milwaukee. he spent some ten years in the county of Green Lake, engaged in the quiet pursuit of country life. When prosperity had in some measure crowned his efforts, his earthly goods were in a single hour swept away by the devouring element of fire. With dauntless energy, he at once set about repairing his shattered fortunes, when severe and protracted illness laid its hand heavily upon him; and when, at length, permitted to return to active life, he had, as it were, to begin life anew.

Returning to Milwaukee, he became Principal of the Third Ward School. After several years of faithful and zealous work as a teacher, he was appointed City Superintendent in 1865 In this difficult position, it is great praise to say, that he not only well sustained himself, but gave general satisfaction. The schools of the city, in spite of many adverse circumstances, prospered under his supervision, and it was the general feeling, that in his sudden and unexpected removal, the cause of public education sustained a severe loss.

Mr. POMEROY died after three weeks illness, on the 25th of August last, leaving a wife and three children to mourn his departure.

Mr. POMEROY gave you the impression of a man of modesty and courtesy, but of firmness, and of one devoured by no insatiate ambitions. Unobtrusive in the expression of his opinions, but accustomed to think for himself. Circumstances and emotions of gratitude, creditable to the generosity of his nature, led him, after his sicknesss, to embrace a religious faith different from that of most of us, but he cherished it without bigotry, or bitterness. His religion was of a kind that expressed itself rather in deeds—in his manner of life, than in theories and controversy. In this respect, at least, it was of a character such as we may profitably imitate. He was faithful and conscientious as a teacher and superintendent, upright and honorable as a citizen, tender and true as a man.

That this is a just portraiture of his character, is sufficiently evident from the resolutions adopted by the School Board of Milwaukee immediately after his decease.

Your committee feel that it is wise for us all to cherish the memory of those who have gone; and that the best tribute we can pay to their memory, is so to live and act ourselves, as to show that we are influenced and elevated by good examples.

J. B. PRADT,
J. K. PURDY,
M. V. CHURCHILL,
Committee.

Adopted.

D. E. GARDNER, of the Committee on Music and Drawing, presented the following, which was also adopted:

VOCAL MUSIC.—*Resolved*, That instruction in the elements of Vocal Music should have a place upon the daily programme of each departmment of every graded school; and that, as preparatory to its introduction into the mixed schools, we recommend that special instruction be given teachers in the elements of this branch at teachers' associations and institutes.

DRAWING.—Inasmuch as we consider the sublect of Drawing of primary importance, and believe that a knowledge of its principles will greatly aid in penmanship, and may be profitably applied to many branches taught in our schools, and that it has a strong influence in forming an exact systematic mind;

And furthermore, knowing that some of the most progressive States of our Union have already adopted it as a requisition for teachers' certificates; Therefore,

Resolved, That in our judgment, Drawing should be introduced into every school in our State—graded and mixed—and that we recommend an appropriate place for it upon the programmes of our institutes and associations.

D. E. GARDNER,
Mrs. M. E. HOLMES,
J. E. BURTON,
Committee.

C. H. ALLEN, of the Committee on the Necessity for Special Training, offered the following:

Your committee to whom was referred so much of the President's address, as pertained to the necessity for special training as a preparation for the work of teaching, beg leave to submit the following report:

We find in the address the following questions upon this subject:

"Is normal training necessary to inspire a teacher with proper views concerning his work? If so, what has been done to secure it? Is academic and higher instruction detracting from the true work of normal schools? Can methods of teaching be given in the normal schools unless academic precedes? How shall a wide range of normal training be secured?"

To the first of these: "Is normal training necessary to inspire a teacher with proper views concerning his work?" we reply, that in the opinion of your committee, such training is not absolutely necessary for the purpose specified; but it is extremely desirable.

To the second: "If so, what has been done to secure it?" Normal schools have been established; Institutes are held; many normal classes are kept open in the state during a part or the whole of the year.

To the third: "Is Academic and higher instruction" (supposed to mean in the Normal schools) "detracting from the true work of Normal schools?" We fear that is the tendency.

To the fourth: "Can methods of teaching be given in the Normal Schools unless Academic" (training) "precedes it?" Teachers must know *what* they are to teach before they can know *how* to teach it. The Academic instruction need not necessarily be received in a Normal School, though, if circumstances are favorable, it may be profitably given there. Theory and Practice, like some gases, combine best when in their nascent state.

To the fifth: "How shall a wide range of normal training be secured?" By using faithfully those means which the State has already provided, and by obtain- more as fast as possible; by putting into the Normal Schools men who believe in the necessity and practicability of such work; and by so conducting the Institutes, as to awaken a desise for a wider course of training, and by recognizing in its fullest

extent that there is such a thing as a science of Instruction and a profession of Teaching.

C. H. ALLEN,
ALEX. KERR,
W. C. WHITFORD,
Committee.

Adopted.
Adjourned to 8 P. M.

Evening Session—8 O'CLOCK.

The exercises were introduced by the singing of Doxology.

REV. S. FALLOWS, State Superintendent of Public Instruction, delivered a brief address upon "The Relation of the College to the Common School," showing that there should be, and there is, no antagonism between the two, that they are the parts of one harmonious whole; and that both aim at the same result.

After the close of this address, Prof. A. H. PEABODY, of Harvard University, was introduced, and delivered a lecture upon "Words and their Uses." The distinguished lecturer started out with the statement that words are not *made*; they *grow*; traced the history of many words commonly used; instanced many words to show how much Christianity has changed their original meaning; alluded to the poetry contained in some of the most common words; and closed by an earnest appeal in behalf of the study of the Latin language.

SAM. SHAW offered the following resolutions, which were adopted.

Resolved, That to the proprietors of hotels and other places of entertainment in Madison, we return our thanks for reduced rates of accommodation.

Resolved, That the members of this Association tender their united thanks to Gov. FAIRCHILD, the teachers' friend, for the use of the Assembly Chamber; and that they shall long remember the pleasant hour spent in the company of himself and his estimable lady.

Resolved, That the thanks of this Association are hereby tendered to Prof. S. H. and Dr. A. P. PEABODY, Prof. W. F. PHELPS, Prof. J. L. PICKARD, and Prof. M. P. CAVERT, for their able and profitable lectures during the present session.

Resolved, That we thank the band and all other musicians, whose sweet tones have cheered us and lightened our labors.

Resolved, That our thanks are due to the several Railway and Steamboat Companies, for the commutation of fares upon their respective lines.

S. SHAW,
S. S. ROCKWOOD,
W. D. PARKER,
Committee.

At the close of the reading of the resolutions, Pres. GRAHAM declared the Nineteenth Annual Session of the Wisconsin State Teachers' Association adjourned *sine die*.

ROBERT GRAHAM, *President.*

ALBERT EARTHMAN, *Secretary.*

ADDRESS BY PRESIDENT PHELPS.

We are indebted to the State *Journal* for the following sketch of this distinguished educators speech to us:

The President then introduced Prof. W. F. Phelps, Principal of the Minnesota Normal School at Winona, who spoke about an hour and three-quarters upon the subject, "The problem of universal education and the conditions of its solution in our country. The great length of the address, and the overpowering heat of the evening, and the fact that most of the audience had been busy all day, secured to this address less attention than it deserved. Prof. Phelps is a forcible writer, but is far from an elegant speaker; his convulsive gestures conveying the impression that he is tugging at his subject in a prodigious wrestle, with a heroic determination not to go under, rather than the calm mastery of the orator. Prof. Phelps is well known as a writer upon educational topics, and is considered as good authority; but we cannot avoid the conviction that there is a good deal of "sentimen-

talism" in his treatment of the whole subject. For instance, he cites Prussia as an example to be followed in educational matters, leaving out of view the absolute despotism over both soul and body which is the price paid for her educational greatness. We could not see the force of his argument for compulsory education, beyond the weight that might attach to his opinion as an expert. He said, "Ignorance must be lifted up from above." True; but is it a foregone conclusion that no force will do this but a policeman? We would consider the loss of the habit of personal self government, and the establishment of the habit of being cared for by the government a greater evil than absenteeism, truancy and ignorance. It is Cesarism in a republic. We give the following sketch of Prof. Phelps' lecture:

The problem of education is the problem of civilzation. It aims at the perfection of the individual and the good of the whole race. The highest civilization is that which raises to the maximum the development of good in man, and reduces to the minimum the evil. Education is civilization; ignorance is barbarism—a standing menace to the peace of society. If slavery has been fitly termed the "sum of all villainies," ignorance may be termed the sum of all evils. We sometimes hear of the heavy taxes levied in the interest of education; but all that education costs is but a tittle of the cost of ignorance. The war of the rebellion, which cost a half a million of lives and untold millions of treasure, must be set down to the account of ignorance. Ignorance, too, has laid Paris, once the proud metropolis of fashion, in disgraceful ruins; while education led the victorious hosts of Prussian valor from Sedan and Metz to dictate terms of peace in the very capital of France.

The Professor entered into a lengthy historical account of the overthrow of Prussia by the first Napoleon, and detailed, with graphic minuteness, the means taken by her government to secure permanent restoration; he drew a eloquent parallel between the events of 1809 and 1871. What has wrought the changes? Prussia dictates peace from the capital of France because of her educated soldiery; France is humilated and defeated by her ignorant masses, and finally plunged into the horrors of a civil war, by an ignorant and brutal mob.

Education and ignorance are but synonyms for civilization and barbarism. Between them there is and always will be an irrepressible conflict. In this conflict America is called upon to play her part.

The maxim that the child is father to the man envelopes a truth of the greatest importance. This truth is beginning to be appreciated, and the primary teacher is coming to be considered as the most important public functionary. [Applause.] The character formed in childhood is so strongly impressed that, although repressed in middle life by the judgment of reputation and by position, yet in old age the vices incident to childhood reappear. He related the instance of an old man who for forty years had borne the character of an upright, moral man, who at the age of seventy committed a crime which consigned him to infamy. It was the re-appearance in the second childhood of the character formed during the first.

Professor Phelps then entered quite minutely into statistics showing that only about 50 per cent. of the youth of this country are attending school; and of the half who do attend, 50 per cent. never pass beyond the primary stages, and that 90 per cent, do not go beyond the education afforded in the public school. He gave complete statistics of the number in the United States unable to read and write, making an aggregate of some 500,000, of whom 15,000 are in Wisconsin. What an army of illiterates shut out from the light of education!

Illiterate and half-educated men are the element of danger in a republic; they are the supple tools of the demagogue.

What is the character and extent of the education demanded? The great need is not so much for higher education. We need a a good common education for the many rather than a superior education for the few. Higher education is based upon the lower and cannot be secured without it. The prosperity of the University depends upon the prosperity of the common school.

The Professor quoted from Guizot, giving Reading, Writing and Accounts as the basis of common education, as enough to make a man of every citizen, and being no more than the state owes every child. We attempt too much, and we accomplish so little because we attempt so much. He had seen in at least three states common schools in which the course of study embraced the higher branches taught in colleges. He had seen classes in Logic and Natural Philosophy in schools where the alphabet was taught in a manner that would disgrace a Hindoo. He mentioned a Normal school where the number of daily recitations averaged twelve!

It would be well worth the while of our State Associations to discuss and fix the

limits of the work of common schools. It is not how much, but how well. The great problem is, how shall we give to every child in the whole land a common education? In importance this question is second to none. It has been thought that the less the state has to do with education the better; but the state can do much. Our National Bureau of Education should be made the equal of any of the Executive Departments. The General Government should attend to the wants of education in the territories and among the Indians. It can give grants of lands for educational purposes as well as to build railroads. It should take the steps necessary to put itself in possession of all the facts bearing on the question, and publish them to the world. Unless we have wise legislation, this great problem will forever remain unsolved.

The conditions of the solution of this problem were given as follows:

1. Education must be the leading object of concern to both government and people.
2. Education throughout this broad land must be made compulsory.
3. A supply of well-trained, highly educated teachers for every school in the land.
4. A complete organization and co-ordination of all the component parts of our educational system.

COMMENCEMENTS.

We devote as much space to these as we can spare in the present number.

BELOIT COLLEGE.—The baccalaureate sermon was preached on Sunday afternoon by the President, Dr. A. L. Chapin, and was highly commended by all who heard it. Sunday evening Dr. J. P. Gulliver, President of Knox College, Illinois, gave a stirring address before the College Missionary Society from the text, "So mightily grew the word of God and prevailed." Monday evening Prof. A. P. Peabody, of Harvard University, delivered the address before the literary societies. He endeavored to explain what constituted right and wrong, the former that which was "fitting," the latter "unfitting," and held that right was inherent in the nature of things, independent of the will or commandments of God. Tuesday afternoon was devoted to declamations for prizes of $10 each to the best ot the Freshmen and Sophomore classes. The speaking was very good; that of the Sophomores much the best. After considerable hesitation the committee awarded the prize to Messrs. Allen and Curtis. At the same time other prizes were awarded. Tuesday evening there was a large gathering to hear the Alumni Address and Poem. Rev. C. H. Dickenson, of Appleton, was unable to fulfil the appointment of orator, and so the Master's Oration, by L. Swezey, Esq., of Chicago, class of 1868, was substituted, and we never remember to have heard a more able production of the kind. Later in the evening there was a very pleasant gathering of Alumni and friends of the College at President Chapin's, where refreshments were provided, and there was a glad reunion of old associates. Wednesday morning the large Congregational Church was densely crowded by a congregation from Beloit and elsewhere, to listen to the exercises of the graduating class, which, opened with prayer and interspersed with very fine music from the great Western Band from Chicago, took place in the following order.

Salutatory Oration in Latin—Allison D. Adams, Union Grove.
Oration, "Hugh Miller and the Free Church"—Orville S. Smith, Delavan.
Oration, "The Elements of Prussia's Greatness."—Robert Ritchie, Beloit.
Distinguished Oration, "The Pulpit and Reform,"—John P. Hale, Milwaukee.
Oration, "The Influence of the Bible upon English Literature,"—Edward R. Jones, South Wales, Great Britain.
Oration, "Coleridge's Work Complete,"—Frank F. Barrett, Dunton, Illinois.
Poem, "To-day and To-morrow,"—Sedgwick P. Wilder, West Eau Claire.
Distinguished Oration, "Individuality not Individualism,"—Andrew J. Smith, Lima.
Oration, "The Aristocracy of Culture,"—Charles L. Morgan, Minneapolis, Minnesota.
Oration, "Count Cavour,"—Frederick B. Pullan, Janesville.
Oration, "The Defect of Modern Scientific Culture,"—Allison D. Adams, Union Grove.
Philosophical Oration, "The Intolerance of Truth,"—Sedgwick P. Wilder, West Eau Claire.
Oration, "Education and the Sensibilities," with the Valedictory Addresses,—Thomas D. Christie, Rapidan, Minnesota.

We regret that in order to bring this article within the limits of space left for it, we are obliged to omit any outline of the orations. Most of them treated of important practical questions in a manner showing earnest thought and mature judgment; all were very carefully written, and the delivery showed the very best rhetorical elocutionary training, which, not seeking to conform all to one model, had developed in the very best manner each one's peculiar style.

The degree of A. B. was conferred on members of the graduating class, and that of A. M. on Messrs. H. C. Hammond and L. S. Swezey, of the class of '68; also the degree of D. D. on Rev. Peter McVicar, a graduate of 1856, two terms State Superintendent of Kansas, now President of Washburn College, Topeka, and Rev. J. W. Strong, a graduate of 1858, for several years a faithful pastor, now President of Carleton College, Northfield, Minnesota, both men richly meriting the honor conferred upon them, which, we learn, was vainly solicited by several gentlemen who wanted a title.

After the exercises the Trustees, Faculty, Alumni, and other friends of the College, sat down to an excellent cold collation in Memorial Hall, and after supplying their physical wants, spent a couple of hours in hearing good words from distinguished gentlemen and Alumni present, with spicy letters from several of the Alumni scattered abroad. Prof. Peabody, of Harvard, was introduced as the representative of the oldest college in the country, and received and reciprocated a cordial greeting. He said he should have been heartily proud of the exercises of the day on Harvard's stage, and he had never been more profoundly and entirely satisfied at the many commencements of the various institutions he had attended.

A statement was made by the Secretary, that the Alumni—with the class of today, of whom all but one intend to preach—numbered 165, all having gone through a classical course, and 10 having died, 4 in the last year; that over one-third reside in Illinois and a fourth in Wisconsin; the rest in 18 States and Territories of the Union, from New Hampshire to Louisiana and California, with representatives in England, Turkey and the Sandwich Islands; that, aside from the last class, 54 are clergymen, or preparing to be; 1 a missionary; 22 are lawyers; 20 teachers, of whom 4 are "presidents" and 10 "professors;" 16 physicians; 11 merchants; 9 editors; 4 manufacturers, and the remainder are variously employed—one a member of Congress.—*Abridged from Report in State Journal, by H. M. P.*

LAWRENCE UNIVERSITY.—The annual exhibition of the preparatory class was conducted Saturday evening, July 1st, by Professor W. F. YOCUM. Their performances were marked by brevity and good common sense.

On Sunday, President STEELE delivered the Baccalaureate Sermon, on "Lord what wilt thou have me to do?" The sermon was marked by appropriateness, learning and logic. He gave the students the very best advice concetning life's calling. Rev. SAMUEL FALLOWS, A. M., Superintendent of Public Instruction, addressed the College Religious Societies at 8 P. M. His theme was "Prejudices." He dwelt chiefly on prejudices from ignorance. He eloquently showed that the differences between denominations and between orthodox and heterodox are largely exaggerated by ignorance. He closed by a grand allusion to Page's head of Christ, and an eloqent appeal to "Come and See" Christ, the Son of the living God. He held his audience in the closest attention.

The Prize Declamations, Monday evening, were marvels of excellence. The annual award of prizes was as follows: Lewis Prizes, for moral and intellectual progress—Laura B. Pillsbury and Clara J. McCloud, Seniors. University Prizes, for

Composition—J. R. Gamble and O. T. Williams, Juniors. President's Prizes, for Declamation—O. T. Williams and Clara A. Phinney, Juniors. Senior Scientific—Laura B. Pillsbury, Junior, J. R. Gamble. Sophomore, Mathematical—J. M. Weeks, Freshman, A. B. Whitman.

Ex-Governor J. T. Lewis, LL. D., delivered an able address before the Philalathean Society, on "A Look Ahead." It was a strong argument in favor of Immortality, and elicited many enconiums. The recent death of the two Seniors had suggested the theme.

The re-unions of the Societies in their elegantly furnished rooms were rare treats.

The Alumni elected J. W. Hammond, President; Prof. Yocum, Orator, and G. S. Anderson, Poet, for next year.

Commencement was on Thursday, July 6th. Space excludes separate mention of the performances. Suffice it to say, the audience was stirred and spell-bound.

The following are the graduates, in their order on the programme:

Laura B. Pillsbury, Henry Faville, Julia L. Colman, J. F. Ware, Manda Robertson, Thomas R. Knisely, Clara J. McCloud, James L. Thwing, Julia M. White, Thomas B. Dunstan, Hattie A. Conant, John Faville and Wm. H. Chynoweth.

Amelia J. Harrod, B. S., and Prof. G. F. Schilling, A. B., candidates for the second degree, also read. The second degree was also given the others of the class of 1868.

At the dinner, Governor Fairchild, Ex-Governor Lewis, C. D. Pillsbury, President Steele, and Prof. Weed of the Deaf and Dumb Asylum, made interesting speeches.

It is a noteworthy fact that in all the declamations, essays and orations, not a single student failed, or hesitated. Everything was done and well done.—*Abridged from a communication by* AJAX.

RIPON COLLEGE COMMENCEMENT.—The exercises of the Literary Societies began with that of the Lincolnian, Friday evening, June 23; whereat there were music, essays, orations, declamations, a poem and a discussion of the question whether the free exercise of the Chinese religion in this country ought to be prohibited. Monday evening the Young Ladies' Escolian Society had its exercises; there being some fine essays, recitations and discussions. Tuesday afternon the anniversary exercises of the Herman Society took place with six essays and orations of a high order of merit.

The Baccalaureate sermon was preached on Sunday by President E. P. Merriman, from the text, "Increase our Faith. Earnest and affectionate words of counsel addressed to the senior class, followed the sermon. Tuesday evening a crowded house listened to an eloquent and impressive address by Judge H. S. Orton, of Madison, before the Hermean Society, on the "Ideal in its Relations to the Real."

The address of Dr. E. P. Goodwin, of Rockford, Wednesday afternoon, the subject not given, is characterized as a "model for such an occasion."

Commencement exercises took place on the 28th, when eight graduates delivered to a large audience orations and essays as follows:

"Dangers from Increasing Wealth." J. A. Blanchard.
"Repeal of the Usury Laws." A. F. Rust, Orwell, Vt.
"Courage in the Pulpit." Moritz E. Eversz, Ripon.
"Origin of the Prairies." J. T. Evans, Ripon.
"The Early English Navigators." J. G. Davies, Berlin.
"Persons and Nations." C. H. Yeomans, Onarga, Ill.
"Humorous Literature." Miss Sarah Powers, Dartford.
"Law for Lawyers." J. H. Bradish, Omro.

The president announced the appointment of Mr. Beach to the chair of Mathe-

matics and Miss French to the principalship of the Ladies' Department of the College, also that the endowment had been increased by $8,000 the past year, and that it amounted in all to $40,000. A greater interest was shown in the exercises this year than ever before, and the institution is in a flourishing condition.—*Abridged from the "Ripon Free Press."*

MILTON COLLEGE.—Commencement week at this institution occupied the first half of the last week in June, and from a letter in the Milwaukee *Sentinel* we condense the following:

President W. C. Whitford preached an eloquent Baccalaureate sermon Sunday morning, from the the text "Learn of Me," his subject, "Christ the Model."

Monday evening was the eighteenth public session of the Philomathean Society, with the usual list of orations, essays, recitations, a number of the *Philomathean Independent*, and an oration from a delegate from the Badger Society of Albion Academy.

Tuesday afternoon the annual address before the Literary Societies of the College, was delivered in the Chapel by Edward Searing, A. M., Professor of Latin and Greek in the College; subject, "France."

Tuesday evening was devoted to the public session of the Ladies' Society, The Iduna Lyceum. Original orations, essays, an address and a number of the *New Era*, made up the programme.

Wednesday morning Commencement Exercises were in order, the Baptist Church being filled to its utmost capacity. The Salutatory oration was in French, by Miss Inez C. Childs, of Indian Ford, followed by four orations by members of the Junior Class. Then came the six orations of the Graduating Class, as follows:

"Diversified Industry"—M. DeLano Fuller, Milton.
"Poland"—Edwin Swinney, Walworth.
"Hereditary Honors"—Albert D. Whitmore, Spring Prairie.
"The Law of the Discovery of the Best Things"—Miss Inez C. Childs, Indian Ford.
"The Christian Faith an Indispensable Element of True Success"—Miss E. Albertine Utter, Milton.
Valedictory Oration—"The Coming Man"—Geo. F. Holcomb, Wautoma.

The President conferred the degree of "Laureate of Science" on the two young ladies, and the degree of "Bachelor of Science" on the four young men. The degree of D. D. was also conferred on Rev. D. E. Maxson. In the afternoon the Alumni and Alumnæ Association of the Milton Academy and College held its first annual meeting, (it being organized a year ago) in the College Chapel. The exercises consisted of a short "off-hand" address by the President, filled with reminiscences and sharp hits, which created not a little diversion, and the regular oration, by S. S, Rockwood, A. M., a graduate of the Academy in the "old times," and for the past three years Professor of Pure Mathematics in the College. The subject was, "Concerning the New Man."

WAYLAND UNIVERSITY.—The anniversary exercises took place on the 27th and 28th of June. We condense the following from the Beaver Dam *Citizen* and *Argus*:

The anniversary exercises of the Young Mens' Addisonian Society took place Tuesday evening, with essays, declamations and the discussion of the question "Will the United States decay and pass away like the nations of antiquity."

The following was the order of the closing exercises:

Declamation—"A New England Picture," by F. Brown Beaver Dam.
Declamation—"Incentives to Pattern," by E. L. Harris, of Walworth.
Essay—"The close of the School," by Miss Addie Gunn, of Beaver Dam.
Essay—"He Has Failed," by J. Thomas, of Beaver Dam.

Essay—"A view of Milwaukee," by Miss Flora Smith, of Milwaukee.
Declamation—"The Influence of Example," by G. Miner of Beaver Dam.
"Summary of News," by Miss M. Stewart, of Beaver Dam.
Declamation—"The Illusiveness of Life," by J. Price, of New Lisbon.
Essay—"The Shoo-Pusyites." by M. Merriam, of Columbus.
Declamation—"Industry," by J. Shimmins, of Walworth.
Essay—"The Sun," by C. E. Waldo, of Columbus.
Declamation—"The Love of Applause," by C. H. Green, of Minnesota.
Essay—"The Old Home," by Miss Mary Miner, of Beaver Dam.
Original Declamation—"The Triumph is Guided by the Struggle," by F. Hutchins, of Beaver Dam.
Declamation—"The Intelligence of the People is the Secret of the Nation," by G. Tanner of Beaver Dam.
Declamation—"The Advantage of Method," by P. Baird, of Pardeeville.

Just as the exercises closed and the audience was about to leave the chapel, L. M. Thomas and Hattie Stewart, on behalf of the students approached Prof. Miner and Miss Wadsworth, (who are about to leave the institution), and in neatly framed words presented the professor with a silver ice pitcher, tray and goblets, and Miss Wadsworth with a silver card basket and neat pair of vases.

ALBION ACADEMY.—This is one of the few Academies in the State, maintaining their ground, notwithstanding the multiplication of High Schools, as a feature of the common school system. The Seventeenth Anniversary Exercises commenced Wednesday evening, June 29th, with an oration from Prof. H. M. Whitney of Beloit College, on the "Necessity of Labor for Scholarship." The Graduating Exercises took place Thursday afternoon, in a grove near by. The Orations of the graduating class were:

"Links in the Chain"—Miss M. L. Crawford, Mayville.
"Railroads and Monopolies"—A. B. Crawford, Mayville.
"We Reap What we Sow"—Miss E. M. Sanders, Edgerton.
"Academies"—L. D. Roberts, Girard, Kansas.

Thursday evening, the "Badger Society" held their meeting, with an address from Hon. W. C. Silverthorn, of Wautoma, a former student in the Academy, followed by toasts and responses, and a supper given by the "Veledian Society." Many old graduates, with their families, were present, and spent a happy hour.

PLATTEVILLE NORMAL SCHOOL.—The Anniversary Exercises of this institution occurred July 5th, 6th and 7th. The first two days were spent in the examination of classes. Hons. W. H. CHANDLER, W. C. WHITFORD and H. ROBBINS of the Board of Regents, and Messrs. D. E. HOLMES and W. F. YOCUM, and Mrs. I. N. STEWART were present, as official visitors, together with a large number of citizens and friends of the pupils. The examinations were creditable to the faithfulness of the faculty and the industry of the students.

The public meeting of the Philadelphian Society, consisting of an oration, roll-call with responses wise and witty, a debate and excellent music, was very enjoyable. A little more freedom from their manuscripts on the part of the debaters would have added to the interest.

The Graduating Exercises took place on Frday A. M. The following programme was presented, preceded and interspersed with music:

Prayer by Rev. W. C. Whitford.
Salutatory Essay.—"The Grapes are Gathered," S. Leora Clay.
Oration.—"The Changes of Time," George D. Utt.
Essay.—"Goodes," Mary E. Bass.
" "The True Teacher," Kate McGregor.
Oration.—"Heart versus Intellect," L. J. Arthur.
Essay.—"Whosoever will," Achsah Morgan.
Oration.—"Purpose in Life," John J. Frult.
Essay.—"Labor," Margaret Graney.
" "To Be, to Do and to Suffer," Phebe P. Grigsby.
Oration.—"Westward the Star of Empire," William H. Utt.
Essay.—"Open the Windows," Elizabeth M. Treganowan.
Class Oration.—(Class of 1870), Henry Jane.
Essay.—"Battle Fields," with Valedictory, Clara V. Rand.
Conferring Diplomas, Address to the Class, and Benediction.

Of these exercises it will be sufficient to say that they were listened to with eager interest by the large audience, many of whom, unable to find seats, remained standing in the hall and entry until the close. Special mention may be made of the Class Oration, by Mr. JANE, a production which did equal credit to the head and heart of the speaker, and to the Alumni, who chose him to represent them. To judge from the slight acquaintance formed with the Graduates, we may say that they will all ornament the profession which they have chosen.

The Diplomas were presented to the Graduates by Superintendent FALLOWS, in a most happy and interesting address to each candidate.

Prof. D. E. HOLMES, on the part of the Examining Committee, and Hon. W. H. CHANDLER, for the Regents, expressed their satisfaction with the manner in which the exercises of the occasion had passed off. President CHARLTON then alluded, in a few well chosen words, to the uniform kindness with which his first year's labor had been received, and in behalf of the Faculty, thanked the citizens and pupils for their support.

The dedication of the Class-Tree, the public meeting of the Alumni, and the reunion at the Gates House in the evening, were all interesting occasions.

The school at Platteville deserves the confidence of the people for the faithfulness of the Faculty, and the conscientious thoroughness which characterizes their instructions.—COM.

NATIONAL ASSOCIATION.

We give a condensed programme of the principal exercises proposed at the National Educational Association, which will meet at St. Louis, August 22d, 23d and 24th, 1871. The meetings are to be held in the Polytechnic Building, corner of Chestnut and Seventh streets.

On Tuesday, the 22d, there will be a report on Academies and High Schools as Preparatory Schools for Colleges, by LLEWELLYN PRATT of Illinois; an address on Superior Instruction in relation to Universal Education, by JOHN EATON, Jr. of Washington; a paper by R. EDWARDS of Illinois, on Model Schools in connection with Normal Schools; one by J. D. PHILBRICK of Massachusetts, on the Normal School Problem; one on Methods of teaching Primary Reading, by E. E. WHITE of Ohio; one on Methods of teaching Language, by D. H. CRUTTENDEN of New York; and an address by W. G. ELIOT of Missouri, on Education in large Cities.

On Wednesday there will be a paper on Modern Mathematics in the College Course, by T. H. SAFFORD of Illinois; a report on Pronunciation of Greek and Latin, by TYLER of Illinois; a paper by CHARLES H. VERRILL of Pennsylvania, on a Graded System of Normal Schools; a discussion upon Compulsory Education; a paper on Methods of teaching Drawing, by HENRY C. HARDEN of Massachusetts; one on Philosophy of Methods, by JOHN W. ARMSTRONG of New York; and a discussion—How far may the State provide for the Education of her children at public cost?—N. BATEMAN of Illinois, H. F. HARRINGTON of Massachusetts, W. T. HARRIS of Missouri, W. W. FOLWELL of Minnesota; also, an address upon National Compulsory System of Education impracticable and un-American, by J. P. WICKERSHAM of Pennsylvania, with a discussion of same, led by S. FALLOWS of Wisconsin.

On Thursday there will be a paper on Methods of teaching Natural History, by N. S. SHALER of Massachusetts; one on College Degrees, by W. W. FOLWELL of Minnesota; one by J. W. ARMSTRONG of New York, on Principals and Meth-

ods, their character, place and limitation, in a Normal Course; an essay on School Attendance, by J. H. CREERY of Maryland; a paper on Methods of teaching Geography, by MARY HOWE SMITH of New York; a discussion—What constitutes a good Primary Teacher?—a paper by A. J. RICKOFF of Ohio, on the Place and Uses of Text-Books; one by THOMAS DAVIDSON of Missouri, on Pedagogical Bibliography—its possessions and its wants; one by ALFRED KIRK of Illinois, on What Moral uses may the Recitation subserve?—and an address by J. A. GARFIELD of Ohio. Most of the papers will be followed by discussions.

Hotel accommodations will be at the following rates, certificates of Membership being presented at time of settlement of bills: Southern Hotel, $3 per day; Planters', St. James (conditional as to numbers), and Leclede, each $2.50 per day; Everett, Park (a temperance house), and St. Nicholas, each $2.00 per day,—the St. Nicholas $1.50 if several will occupy a large room together; Barnum's, $1.75 per day; St. Clair, $1.50 per day; and Montana (two rooming together), $1.25 per day.

The Chicago, Alton and St. Louis Railroad and Illinois Central Railroad, will return for one-fifth fares. The Northern Line Packet Company and Northwestern Union Packet Company, will return for one-third fare, including state-room and meals. Boats may be taken at Prairie du Chien and other points below.

Literary Miscellany.

THE OLD BARN.

Rickety, old and crazy,
  Shingleless, lacking some doors;
Bad in the upper story,
  Wanting boards in the floors;
Beams strung thick with cobwebs,
  Ridgepole yellow and gray,
Hanging in helpless innocence
  Over the mows of hay.

How the winds turned around it—
  Winds of a stormy day—
Scattered the fragrant hay seed,
  Whisking the straws away;
Streaming in at the crannies,
  Spreading the clover smell,
Changing the dark old granary
  Into a flowery dell.

O, how I loved the shadows,
  That clung to the silent roof,
Day dreams wove with the quiet,
  Many a glittering woof;
I climbed to the highest rafters,
  And watched the swallows at play,
Admired the knots in the boarding,
  And rolled in the billows of hay.

Palace of king couldn't match it.
  The Vatican loses its charm
When placed in my memory's balance,
  Beside the old gray barn!
And I'd rather scent the clover,
  Piled in the barn's roomy mows,
Than sit in the breath of the highlands
  Poured from Appennie brows!

WHAT MOBS COST.—As an investment, rioting is one of the most unprofitable pursuits men can embark in. To say nothing of life and limb, the pecuniary showing makes a bad-looking balance-sheet. The draft riot in New York in 1863 cost the city and county about four millions of dollars. Of this sum the county has now outstanding bonds to the amount of $1,848,000, on which interest has been paid for about eight years, and the last issue is not payable until 1882. A magnificent investment truly! Mere than a thousand persons were killed, and a multitude wounded—the carnage of a battle field transferred to the doors of the citizens, and millions wasted to pay damages! Probably the late riot, with all the preparation and incidents of expenses, will add another million to this debt, as it has added a long list to the victims of violence. It is in this way that communities pay tribute to the vices and follies of their members. The cost of this single riot of 1863, is greater than the amount disbursed in deepening our canal—enough to build two hundred miles of railroad, or to endow an institution of learning of the highest grade. In cases of this kind the authorities have other duties besides making lame and impotent apologies after the affair is over. An ounce of preventive is worth a great many pounds of cure.—*Chicago Post.*

THE FLAG OF THE POLARIS.—The Polaris takes with her a flag which has an eventful history. It is a common man-of-war's boat ensign, and was in the Wilkes' expedition in 1838. When the Peacock was shipwrecked at the mouth of the Columbia river, this flag was saved, and in 1850, when the first Grinnell expedition was fitted out, the colors were presented to Mr. Henry Grinnell. De Haven, who had command of the expidition took the colors further north than any other American flag had ever before been exhibited. In 1854, when Dr. Kane went out, Mr. Grinnell loaned the flag to him, and it was taken still further north. After abandoning his vessel at Smith's Sound, Dr. Kane made a perilous voyage in an open boat toward the North Pole. The colors served for his pillow when he slept in the boat. In 1857 the flag was loaned to Dr. Hayes. At the completion of each expedition it was returned to Mr. Grinnell.

A READY ANSWER.—It must have been with infinite chuckle, and many of what Cooper describes as old Leatherstocking's loud, inward laughter, that Henry Ward Beecher, during a late vacation heard one of his own published sermons delivered in an obscure village. At the close of the service he accosted the divine and said: "That was a very good discourse; how long did it take you to write it?' "Oh I tossed it off one evening when I had leisure," was the reply. "Indeed!" said Mr. Beecher. "It took me longer than that to think of the very frame-work of that very sermon." "Are you Henry Ward Beecher?" "I am," was the reply. "Well then," said the unabashed preacher, "all that I have to say is that I ain't ashamed to preach one of *your* sermons anywhere."

BOWDOIN COLLEGE, although younger by nearly two hundred years than Harvard, boasts of as many illustrious sons as any similar institution of the country. She has graduated one president of the United States, Franklin Pierce, in 1842; two cabinet officers, John Appleton and William P. Fessenden; two foreign ministers; seven United States Senators; twenty members of Congress; eleven governors of states; eleven presidents of colleges, and forty professors. Besides these, for soldiers she has four major and six brigadier generals. Her greatest poet is Henry W. Longfellow; her finest prose writer was Nathaniel Hawthorne, and her most famous historian is J. S. C. Abbott—all of whom were in the class of 1826.

ALEX. DUMAS, Jr., informs his countrymen that for some seventy years they have been nourished upon fictions—upon words that actually signified nothing. Liberty, military glory, universal suffrage, the nation, universal brotherhood—in short, every idea that has dominated Frenchmen since the year 1789, has been either burlesqued or misdirected. Everybody is calling loudly for the man who is to save the nation. "He is not far to seek," says M. Dumas, with an inspiration of common sense; "you have him very close at hand; it is you and I, and all of us."

The *British Quarterly Review* says: "The religious newspaper is almost peculiar to America, and is far superior to any similar publication in England."

OBITUARY.

The following preamble and resolutions were unanimously passed by the Winnebago County Teachers' Association, held at Winneconne, June 25th, on the death by drowning of Mr. CHARLES E. MCSTAY, Principal of the Omro High School, in lake Poygan, April 8, 1871:

WHEREAS, It has pleased Almighty God, in His wise providence, to permit the departure of our dear brother and co-laborer, C. E. MCSTAY from an active and useful life, therefore,

Resolved, That while we submit and bow to the divine will, and believe that the judge of all the earth will do right, we deeply feel the loss of our dear friend, and sincerely mourn his sudden and unexpected departure.

Resolved, That while we believe our loss is his eternal gain, we believe also, in view of the heroic manner in which he met death, and the kind and christian counsel which he gave to his imperiled companions, that his influence will be blessed to the spiritual good of those who knew him.

Resolved, That in the sudden death of Mr. MCSTAY we recognize the truth of Scripture, that "All flesh is as grass, and the glory of man as the flower of grass; the grass withereth and the flower thereof falleth away, but the word of the Lord endureth forever; that earnestly believing the truth that "in the midst of life we are in death," we will try and be also ready for the call of the Great Teacher.

Resolved, That in the life and labors of our departed friend and teacher, we gratefully recognize the gentleman, the scholar, the successful teacher and the mature christian.

Resolved, That we hereby tender to the family of the deceased our heartfelt sympathy in their sudden bereavement, believing that the God of love will fulfil his promise in comforting the hearts of those that mourn.

Resolved, That the foregoing preamble and resolutions be entered on the journal of the association, and a copy sent to the family of the deceased.

H. B. CRANDALL, *Chairman.*

HYMENIAL.—We learn that Prof. J. Breckenridge, Principal of our advanced and well governed village school, has recently surrendered himself to matrimonial charms, the choice of his affections being Miss Bertha Kelsey, his assistant teacher. Well done, friend B. May happiness and prosperity accompany you and yours, and nothing mar the pleasures and bliss of your pathway through life.—*New Lisbon Argus.*

THE greatest achievement in historical compilation of this or any other age, was accomplished by Thomas L. Townsend, New York, in the records of the late civil war in the United States. It is a wonder of literary and mechanical labor, and deserves to be preserved as a great treasure house of history, accessible to future ages.

New Publications.

PERIODICALS.

THE NATION.—The number for July 13th, contains, among other good things, an editorial upon "Radicals" and "Conservatives" which states, in a very plain way, a few facts that seem particularly to need stating now. The article begins by saying that many persons who have been Radicals all their lives, are in doubt, on account of the queer company and strange places into which Radicalism has brought them, whether to be Radical any longer. To such persons, and especially the young, it offers the following suggestions: 1st. That the great question which now occupies men's minds is what is the next best thing to do. 2d. That there is no necessity to belong to any faction in order to do good in the world, and 3d. That the duty of the reformer of to-day is to find out things: "to adjust the relations of the individuals of the great crowd to each other, so that they may be able to lead a quiet, and comfortable, and free life."

We only repeat what we have said before in saying that the Nation is the ablest conducted paper in the country and especially good in its "Editorial Articles,"

"Correspondence" and "Review of Books." Terms, $5 per annum in advance. Address, Publisher of "Nation," Box 6732 New York.

LIPPINCOTT'S for August has, for its most noticeable article, a review of the Franco-Prussian war, with the title of "The Great War of 1870." It was written by EDMOND SCHERER, a noted Parisian writer, and is a thorough examination of the causes, character and results of the war. It contrasts vividly the policies of Bismarck and Napoleon III, and shows how the latter was constantly outwitted and beaten by the former. The shorter articles are "The Cervaro of 1871," "The Politics of Women," "The Copper Fever in California," "American Journalism," "Not Pretty, but Precious," and "My Wife's Presentiment." The Monthly Gossip contains extracts from the unpublished diary of JOHN QUINCY ADAMS. Terms, $4 per annum. J. B. LIPPINCOTT & Co., Publishers, Philadelphia.

THE PHRENOLOGICAL JOURNAL comes to us with the August number richly laden with good reading. John Tyndall, the Eminent Chemist; Under the Surface, or the Workings of Universal Law; Spiritual Presence: The Beggar and the Banker; Miss Kate Stanton; Dirty Children; The Nervous and the Paralyzed; Street Sights in China, with original "Celestial" Designs; The German School System —what it is; The Chinese Labor Question, or a new Guessing of an Old Puzzle; Conversation and its Uses; Are we True to Ourselves; Our next President; A Good Wife; Hotel Life in California; The Judgment of Satan; A Picture in Two Lights; The Beautiful Sunshine, a new Poem after the style of "Beautiful Snow." Price, 30 cents. $3 a year. Address, S. R. WELLS, Publisher, 389 Broadway, New York.

The MANUAL.—We have received the first number of this publication, which is a monthly magazine devoted to Popular Education and Science, and aims to supply teachers and parents with a periodical in which will be presented and dicussed the most modern methods and princples of education. C. M. Greene, Editor, Keokuk, Iowa. O. R. Burchard, Associate Editor, Fredonia, N. Y. It is published at Keokuk, Iowa. Terms, $2 per annum.

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WISCONSIN

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CONDITIONS OF SUCCESS IN THE SCHOOL ROOM.—PART I.

BY REV. W. C. WHITFORD, PRESIDENT MILTON COLLEGE.

(Lecture before the State Teachers' Association at Madison, July 13, 1871.)

I think I have no pet notions, I know I have nothing novel, to present on the subject of school keeping. Yet, after some years of observation in the school room, and in the preparation of public school teachers for their work, it would be strange if I had not formed some positive convictions in respect to the demands of our calling. In treating of the more essential requisites for successful teaching, and in attempting to say something practical, I wish to call your attention especially to the labor which needs to be performed in the country district schools.

The subject speaks of success. This is more than good monthly wages and a comfortable boarding place. In the administration of such schools, it requires that a prompt and full attendance of the pupils be secured; that a hearty recognition of the needful rules to control their conduct in the school room and on the school grounds be accorded; that a quiet, cheerful and happy spirit be maintained; that a firm confidence in the ability as well as the moral character of the teacher be felt by the scholars; that a lively sympathy and an honest coöpration shall exist between the head and the members of the school in all its operations; that a thorough interest in the studies and in acquiring knowledge be awakened, while a clear and accurate understanding of the ideas taught shall be attained; and that the whole mind, as far as possible, shall be quickened and invigorated—its thoughts and feelings intensified, and its purposes directed to healthful and honorable ends. It may be objected that this standard is too high; and that in order to be reached, it expects the teachers to possess more varied qualifications than those which they usually exhibit. It will at once be admitted that very many failures occur in our schools. The com-

bination of good scholarship, power to command, excellent tact, a genial disposition, and moral stamina is unquestionably too rare. But nothing else is worthy to become the model in the education which the necessities of our people demand. I well know that in some rural districts this ideal in all its perfectness is realized; and I firmly believe that in many more the work it suggests can be accomplished.

Before considering fully some of the conditions of success in teaching, let us notice the leading characteristics of our mixed country schools; for the outlines of these conditions depend largely upon the nature of these characteristics. Here we see, in contrast with the graded schools of our villages and cities, the pupils, generally of all ages between five and twenty years, under the charge of a single teacher, and exhibiting the various attainments which belong to these ages. Most commonly, also, the children and the young people here are less acquainted with the restraints of public authority, and have therefore, less respect for them. Here the mind is usually less sprightly and forward, but cooler and deeper in its reflections. Here studies are pursued more in accordance with the biases, or intellectual instincts of either the scholars or the parents; and hence a wider difference in the mental training of the members of the same classes is developed. Here is established the custom of changing teachers almost every term; and here the school, as a rule, is taught less number of months in the year. Under these different circumstances, the problem is, how can an instructor in such a school best succeed in reaching the ends of the true educational work? The answer includes two general heads: a clear and comprehensive acquaintance with the branches of learning studied, and the use of the most approved methods of conducting all the parts of the school.

But let us specify. We will take the first portion of the topic. There must be an accurate knowledge and a full appreciation in the mind of all studies at least of elementary instruction. I employ these terms in their most precise meaning. Out of a score of teachers only one ever really taught me arithmetic; and he was accustomed to say, "Understand the subject so well that you could readily write out your lessons, if your text-book was lost." He enlisted a lasting enthusiasm in my mind for the study; and first led me to form rounded and clear conceptions of the truths embraced in the definitions, rules and practical examples. Every subject has its difficult parts, and its disputed points. These have been repeatedly traversed, and all the processes of thought involved in the winding mazes of the one, have been carefully noted and secured in the memory; and the different opinions of weight bearing on the other, have been conscientiously examined, and the best statements of them stored away for future use. But the more

common portions of our rudimentary branches—those which make up the main body of each, should not be slighted in the least. Though often not so attractive as the others, yet if possible they should be fixed more firmly in the thoughts. These, of course, are the most frequently used. In giving instruction in them, a mistake here tends to destroy confidence in yourself, and the respect of your pupils for your knowledge and ability. A hesitancy in recalling and expressing the ideas found in these, goes far to break up the keen interest and the mental sympathy which the recitation arouses in the teacher and the class. Where the scholars are so poorly classified, and so many studies are pursued as in most of our common schools, it may be needful for most teachers to consult the text-books in the exercises of the different classes. As long as we allow our present vicious system to exist, we must not loudly complain if this practice is followed. Still it is in most cases detrimental. A book in the hand, its contents not learned, and the eye running along its pages and not pleasantly fixed on the members of the class, create a barrier between the teacher and pupils, and widen the distance between their minds. He is a grand model instructor in this respect who has packed away in his thoughts, by long previous investigation and by immediate reviews, all the substance of the daily lessons, any can instantly throw all his knowledge into the recitation, call up all the energies of his active and cultivated intellect, catch at once each conception, definite or confused, which the class presents, awaken as in a contest all the forces of thought and purified feeling which play in their minds, and supply the exact information when the scholar is in danger, by too long delay, of losing his enthusiasm.

But knowing is not always appreciating. The multiplication table may be learned by the child so he can repeat it as readily as he can talk; but its full meaning and its practical uses are not understood, until he applies its principles and its methods of thought to the solution of examples in number, or employs them in subsequent life in reckoning the accounts which he keeps of his own business transactions. A naturalist traveled among the Alps, learning the names and discovering the peculiarities of the plants of that region, but being taken suddenly ill in a hovel where he chanced to stop, he was quickly cured by the humble inmates, who administered to him the powerful medicine which one of these plants supplied. It would be difficult for him to forget thereafter the name, the appearance, and the properties of the species to which this plant belongs. One of the most useful educators in our State lately told me that he occupied not less than ten hours in fitting himself to instruct his class in the brief lesson given each week in the Sabbath School. He aimed to discover the full sig-

nificance of every important word, and ascertained whether he comprehended every idea; he searched out the connections between the facts and the doctrines mentioned in the lesson, and the statements found elsewhere in the Scriptures and other ancient writings; and he assiduously sought after the applications which he could make of its thoughts and precepts to the every day conduct and concern of himself and his class. In this way the whole subject came to stand out clear and well-defined by itself, and all its truths were justly weighed and used.

We often dislike what we cannot understand. The dullness and the ignorance of teachers, and the consequent apathy of classes, produce a disgust, in very many instances, for our elementary branches. Hatred here too frequently destroys all desire for mental improvement, or the acquisition of knowledge. But our common school studies contain the very best materials for exercising, satisfying and strengthening the youthful mind, when comprehended they always furnish stimulus and power. In them are gathered the results of the patient investigation, and the wisest and happiest thoughts of many great minds. They speak of the sympathy of commanding intellects for the young. They open to the pupil the paths which he must follow to acquire the use of his own powers and to be influential among his associates. They supply the basis on which all complete culture of the intellect or preparation for business must rest. In tracing to their origin the formation, the naming, and the arrangement of the letters of the English alphabet, I was astonished at the amount of skill and labor which they had enlisted, and the value of the information I had gained. I know some of the richest suggestions in the common teachings of life have been obtained from the study of the history which describes the efforts and the ingenuity of men through many centuries to form and establish our systems of reading, arithmetic, geography and grammar. They furnish, in some cases, a few of the best products which the human mind has ever attained, To fail to become deeply interested in them argues culpable ignorance, or inexcusable stupidity. The great and surprising indifference of a large majority of our young people to any high culture is owing greatly to the fact that in their primary training their minds never gained any clear conceptions, or what is termed knowledge from their studies; they never learned to appreciate the truths and the discipline which the elementary branches impart, since they never connected in a definite manner their practical advantages with their own daily experiences and labors. The fault is partially due to the imperfect system on which our common schools are organized, but more largely to the want of capacity and qualifications on the part of our primary teachers.

It requires a larger preparation, both in knowledge and discipline to take the successful charge of a mixed country school than most of the departments in a graded one. The reasons are obvious. A single teacher must hear recitations in a wider range of studies; he must in the highest degree be ready and proficient in these, so as to save time by his promptness, and, in the few minutes given to each class, be able to seize hold as by instinct of the salient points of each lesson; and he must change instantly from one kind of study to another, and his modes of thinking, without any confusion of mind or loss of interest. To be qualified for this work long and patient drilling in the rudimentary branches is needed, and a careful review of the lessons of each day or each week. Freshness, accuracy, and vivacity are the qualities which here ensure success.

But let us pass to the second portion of our general topic, and consider the principles and the methods which this work should employ.

A celebrated instructor of sacred rhetoric was accustomed to say to young men fitting themselves for the ministry, "The first five minutes of your discourses will determine largely the measure of your success in preaching." I am acquainted with quite a well educated teacher, who did not remove in the entire winter term the bad impressions he made on the school the first half hour of the first day, by his awkwardness and his grievous mistakes. A course similar to this will be found beneficial, and in many cases indispensable: Let the teacher before entering the school, ascertain definitely the character of the district and the nature of the instruction and training which the pupils have received for several terms past. He should know what ideas the parents and children entertain in regard to the studies, to what is expected of a teacher, and to the proper conduct of the scholars. He should learn what modes of discipline and punishment are most approved in the district. Any peculiar customs of the people should not escape his attention, and their standard of morals should be noted. In all these respects there is a wide difference between communities. Very many failures occur by not recognizing and regarding this fact. A set of precise notions on these subjects, however correct in themselves, all thought out and adopted by the teacher, and applied by him in the management of every school he may instruct, will cause him much trouble. His first business is to adapt himself to the condition of affairs, and not provoke at the outset any serious opposition, or give occasion for any to be disappointed in him. I do not say that he should not have formed for himself the most perfect models for all things which pertain to school life; I think rather he should do all this. I am saying he cannot enforce his views, or pratice his regulations at the beginning in scarcely any place; and perhaps not fully, should he teach for years in any one school.

But he may find some imperfections in the opinions and customs of the district where he is engaged to teach, and a few things positively wrong. How shall he commence to remove these? If he has decided to remain there only one term, as a majority of teachers do in our country schools, he may follow the fundamental law of reforms, and act with more boldness and vigor in his work of improvement. Yet he needs to be actuated by the spirit of genuine kindness, and employ consummate tact. It would be well to consult the school officers and other prominent persons in the district, when he desires to introduce some radical changes; and if he secures their approval, the balance of labor may be comparatively easy. The officers and the leading families of a certain district had made up their minds in a very little matter, indeed, that it was useless, besides involving some expense, for all the smaller children, who constituted two-thirds of the school in the summer term, to have slates and pencils. The lady teacher decided that she could establish better order by furnishing the minds and the fingers of these pupils with something to do out of the class exercises; and as a result, also, they would make greater progress in their studies. After diligent effort she persuaded a portion of the parents to buy the articles for their children, and the rest was provided out of her own purse. The upshot of the experiment was that while the school used thereafter the slates, the district would never reëngage her to teach. In another place no healthy opposition existed against the practice of truancy and absenteeism. A sentiment had never been created in favor of regularity of attendance; and the larger boys thought it was becoming to disregard the expectations of their parents, and defy the authority of their teachers. Several plans for correcting the evil suggested themselves to the incoming school master. One was to call together the principal families, and in a plain simple way show the absolute need of changing the feeling in the district on this point. Another was to enlist the good will and the kindly feelings of the offending boys in himself personally. This was done by taking part in some of their rough plays, and showing that he had superior skill, and by using other arts of pleasing which he had taken pains to acquire. Then by an occasional remark, but more by furnishing congenial work, he broke up their ill habit, and in the end, by his persistent effort, revolutionized in good part the opinion of the people.

SOME PEOPLE think themselves very reverent in seeking to take no pleasure in the beautiful things of God's creation. They might as well seek to please a musician by condemning his harmonies.

THERE is a great differeuce between a stoical and a reserved nature.

A NEW TEXT-BOOK ON UNIVERSAL HISTORY.

BY PROF. ALLEN, OF THE STATE UNIVERSITY.

In a recent article I remarked that, if possible, "I would have a text-book in European history consist of a series of pictures, connected by a slender thread of narration;" adding that "our school text-books on European history are all prepared upon a false plan." Since writing this, a new school book has come into my hands, the plan of which comes so exactly to the principles laid down above, that I desire to call attention to it. This is Labberton's "Outlines of History," published in Philadelphia. The plan of this book is novel and ingenious, and is carried out with great skill and a high degree of scholarship. It is to give a series of names at fixed intervals of time (2, 5 or 10 years)—generally names of persons, sometimes of events; aiming not so much to fix precise dates in the memory, as to have the memory enriched with a lively image of the men and the events which have, at successive epochs, made their age illustrious. The number of these is 420. This chronological table is the key to the work, and the *pictures* are contained, in alphabetic order, in the body of the book. But inasmuch as the pictures by themselves are not sufficient for a fundamental knowledge of history, the key is arranged by periods, the titles of which are intended to expres the great successive movements of history; while an appendix analyzes the causes, incidents and results of the various wars and movements, and is followed by some excellent genealogical tables.

I do not know of any published method of teaching history so good as this for a competent teacher. It demands study on the part of the instructor, but it is study that will pay. For a mere routine teacher, or for one who has not the time or opportunities to prepare himself as much as is necessary, it may be that this method would not succeed. For such, it is probable that Anderson's General History would be best. It is comprehensive, well arranged and clearly expressed, and—like his History of the United States—admirably adapted for the precise work of a *course*, which shall accomplish a given amount in a given time. But after all, one who has been through such a book as this only knows the names and events; from Labberton's Outlines he will acquire a knowledge of the men and the *facts*.

THE WORLD is full of objects which are only the miniature of things greater in scale of being. The branch is the miniature of the tree; the mole-hill, of the mountain; the rill, of the river; the child, of the man; and the humblest life of the proudest.

THE STUDY OF GEOGRAPHY IN OUR COMMON SCHOOLS.

BY PEN.

It is not very long since we sat on the hard, straight bench of a small district school, doubling up over a geography, deeply intent on committing to memory the given task. Our mode of learning the lesson was the still common one of repeating each question and its answer until we felt sure that we knew all by heart, and that we could point out the objects of certain questions on the map of our large atlas. When this was accomplished, we shut our book, ready to recite; or we looked at the engravings, without, however, connecting them with the meagre text which they were intended to illustrate. When the class was ready to recite, questions and answers followed each other with breathless rapidity—the latter being generally given in that high-pitched, soulless, uniform tone of voice which is the inevitable result of constantly reciting by rote. Then, with equal smartness, a few of the principal places were pointed out as fast as the teacher could name them, and when that exercise had ended, the school-ma'am, with a faint smile of approbation on her dear old face, would say, "No mistakes this time;" and we returned to our seats ready to grapple with a full page spelling-lesson of polysyllables, or a quantity of grammar, until the tinkling of the bell summoned for a new recitation. By-and-by the hour-hand had reached the IV on the dial plate, and the awful command of "Arms folded!" petrified the whole mobile crowd. With bated breath we sat listening to the dropping of a pin, or the ticking of the feeble old clock—the usual metres of silence. But the five minutes of probation are over, and "School is dismissed!" we joyously repeat after the teacher, tumbling out into the sunshine, or the snow, as the case may be, stretching our cramped, chilled limbs in the delicious freedom of the open air, and enjoying breeze or storm, made doubly pure and grateful to the panting lungs that had lived on the poison of an ill-ventilated school-room for six long hours.

Did we carry in our mental knapsack or satchel a trifle of the contents of that material one which was stapped to our back or dangled by our side? Well, a *trifle* perhaps, but certainly no more. Why should the mind be expected to retain what had never become a part or parcel of it? We learned our lessons, recited them and then dismissed them from our mind to make room for new tasks. However, a week or two previous to "examination day" we hoarded up those half-remembered fragments of the past, and the wonderfully tenacious memory of childhood had retained enough for a panorama of facts and figures, whose effect, to a cultivated mind, would doubtless have been

strangely similar to that of a patchwork quilt. But to our unsophisticated minds, and those of our parents and the school-board, we had done nobly. No uncommon number of blots disfigured our copy-books, in which the writing was as clean as it was devoid of style and character; no unlucky recruit had blundered during the "double-quick" march of the spelling-column; the "fastest and best" reader of the school had acquitted himself of his given task in a most satisfactory, though tongue-rending manner, and the first geography class had shown such a proficiency in naming and pointing out places, that the committee refrained from asking additional questions.

It is true, we were a little weak in grammar and rather shady in arithmetic, but who could be perfect in *all* things? And so the deepest gratitude swelled our young hearts as we were reminded of what we owed her who had done so much for us—our teacher.

Nor was she undeserving of our warmest love, for by precept and example she, the gentlest of her sex, taught us lessons of goodness and purity. Nor did she waste her time, as some had done, by crocheting and embroidering during school hours. And yet she failed in the one, essential point, in her teaching. It was machine work, and we were automatons or parrots. Our work was cramming without digesting; memory was stimulated to an unhealthy degree, but reasoning and observation lay dormant. Year after year passed away, and still she and those who followed her in position went the same way, leading us, not "onward and upward," but in the same narrow circuit that knew no other goal but a superficial knowledge of a series of ghastly skeletons, known to us as the branches which we studied. Alas, when we at last became aware of the hollowness of the recitation system, how much it cost us to retrieve the past!

We were reminded of all this some time ago, when we had occasion to listen to a recitation in geography in a district school. How it all came back to us, the weary, droning ways of our own school time, as we listened to the long recitation by rote, the teacher reading each question from the book, and the pupil answering in the very words of the author. How we pitied those little sufferers who were scowled at whenever their answers were less prompt, because of their hunting in their memories for some big, unmeaning word which had slipped away! And oh, how we pitied that teacher who was tied, mind and memory, to that ridiculous little book, designated "Primary Geography," but which was no more fit to be studied by infant minds than Spectral Analysis. We longed to take the soul killing little book out of the blubbering child's hand, gently chuck it under the chin, and so inquire in our cheeriest way, "And now tell us something of your last trip to Milwaukee—for we suppose you remember more about that than about the peninsulas af Alaska and Labrador."

Had we been a school commissioner or superintendent, we would have done that and several other things, but as we were a mere visitor we kept still and made some mental memoranda. And the conclusion we finally came to, was: Being so destitute of thought, child-knowledge and originality, how *dare* this woman teach? Or, having the above named qualities, how dare she hide them?

But we think the second proposition is rather superfluous, for who that hath a lighted candle, concealeth it under a bushel? This woman was simply a representative of a certain class of teachers which, we hope, is dying out—gluttons where text-books are concerned, with which they accomplish the time-honored "cramming;" otherwise they are as destitute of real knowledge and independent thought as any "Heathen Chinee."

We have been asked by some, especially young teachers, to whom we made remarks like the above, "But how *shall* we teach geography if you object to text-books?" And we answered, We do not object to text-books, except to most of those termed Primary Geographies. These books are, in our opinion, a nuisance, leading ignorant or lazy parents and teachers to substitute a *book* for oral instruction in teaching children. It is of no use to tell us that these books are very simple, well illustrated and of small size. They are *not* simple for infant minds, and they start with implanting on those young minds the habit of reciting by rote, of relying on their books instead of their comprehension of what they treat. Those who are to study Primary Geography, should receive *oral* and *ocular* instruction in that branch, or *none*.

And we also object to the exclusive use of geographical text-books in every grade. Of course a good text-book is a great help to the teacher, and when pupils are old enough to understand it, they ought to study it. But let them beware of mistaking the book for the thing, the word for the thought which it represents.

But above all things do we object to teachers who do not know more than their text-books contain—teachers who do not read, or whose memories do not retain what is useful, or who are too lazy to teach what they know. We have frequently found a very slender knowledge of geography and its kindred branches among teachers of experience. We know a young teacher who can rattle off any amount of geographical names, terms, phrases and descriptions, and yet her mode of teaching convinces us that she merely has a good memory and not a thorough comprehension of the subject. We told her so and she seemed puzzled to understand what we meant by a good knowledge of geography. We said, "The mistake lies, not in knowing what you know, but in not knowing more. You faithfully committed to memory the contents of a number of first class text-books, and there you stopped. You never

think that those books are very limited and superficial, and that to do the subject justice they would have to assume the dimensions of a large library. Besides, you do not try to widen and deepen your knowledge, you have stopped to study. We do not mean the text-books—you, who know them all by heart, need other and better teachers, and we shall name a few of them, though by no means all. As a teacher who means to be progressive, you must be given to reading—not "Lady Audley's Secret," "The Hidden Hand," and similar *Ledger* stories, or a couple of fashion journals, but good substantial matter—a first class literary and scientific magazine, or as many as you can afford; journals and papers devoted to education and school matters, a leading political paper. By reading these you will keep your history and geography fresh, you need not salt them down in text-books. No matter how much you know, you are continually surprised be detecting bits of ignorance on your part, and on that of others, which your reading will help you to correct. You will soon dispense with books and keys at school, having a better aid in the living knowledge you have acquired.

Again, do not throw your dailies and other papers away; get a self-binder, which you can at a small cost, and preserve every number that contains some real information with which you are not perfectly familiar. You will be surprised how much that is worth knowing you will collect in a year. Do not allow the children, great or small, to tear your magazines, especially the illustrated ones—do not allow good pictures to get torn, soiled or lost—they will form invaluable treasures for the school-room. Having commenced a collection of books, papers and pictures, enlarge it, and your familiarity with its contents whenever you have a chance. Ten cents spent for an illustrated paper in which you have discovered a fine picture or a good article, may be worth ten dollars per month to you by and by.

If you continue thus for some ten or twelve years, you will then begin to feel that you know *something* at least about geography, especially if you add to your list, books of travel, and accounts of recent explorations and colonization, with a sprinkling of natural history (a *great deal* of that would be better), and biography. You will feel a strong desire to know more, and if you are a true teacher you will strive to impart your knowledge to your pupils. Your text-books will then be mere baskets into which you pile the luscious fruit of your gathering.

When he of the ready memory, the vivid imagination and ripe knowledge, stands before his class, how the glow of expectation beautifies every face, and eyes and ears are open to receive the bountiful treasures of every clime! Even the dull boy of the class looks more

hopeful, for he is sure of a treat. When this teacher commences, how masterly he handles the difficult task of questioning; how the routine of the text-book disappears, and independent thoughts, and the fruits of childish observation and knowledge are brought forward at every step! Instead of remaining glued to the text, how he imperceptibly strips it of its soulless formality, and invests it with the vivid charm of reality, by telling all those interesting things which text-books have to omit. And then his magazines, his pictorial scrap-book, his collection of curiosities—what a mine of living thoughts, of keen observation, so remarkable in children; what an incentive to inquiries. From the illustrated North Pole Expedition, and Dr. Livingston's Africa, down to the little sprig of Iceland moss and the pod of cotton—it is all real and never to be forgotten; on the contrary, such knowledge, having the germ of life, will grow and spread and bear goodly fruit in years to come.

It is a common mistake among young, inexperienced teachers, to suppose that success in teaching certain branches depends chiefly on the mode of instruction—meaning the manner of conducting a recitation. They are prone to believe that if they could only get hold of somebody's *method*, they would soon be all right where they now fail. We are not of this opinion. We believe that every teacher modifies his modes of instruction, which originate in his individuality, as he goes on in his work and enlarges his views and experience. To imitate his mode is useless, so long as the imitator cannot possess himself of his model's individuality. The same cap will not fit every man's head, or, in the words of the poet,

"Eines schickt sich nicht fuer Alle."

Let the *how* take care of itself, but be sure of the *what*. As a test, however, it will be well to remember this: That method which excites the greatest interest, secures the best attention, and draws out and imparts the greatest amount of real, informal knowledge, may safely be considered the best.

QUADRATIC EQUATIONS.

BY L. CAMPBELL.

Every complete equation of the second degree reduced the form—

$$x^2+2ax=p,$$

where $2a$ and p may be either positive or negative, may in the following manner be transformed into an equation the first degree:

By factoring the first member we have, when the second term is positive,

$$x(x+2a)=p;$$

and when the second term is negative,

$$x(x-2a)=p.$$

This shows that the absolute term p is always equal to the product of two factors, one of which is a root of the equation, and the other the root increased or diminished, as the case may be, by the co-efficient of the first power of x.

Place $\sqrt{y}=a+x$=half the sum of the factors x and $x+2a$; then since a=half their difference, $\sqrt{y}-a=x$ and $\sqrt{y}+a=x+2a$; consequently,

$$(\sqrt{y}-a)(\sqrt{y}+a)=p;$$

or,

$$y-a^2=p.$$

Here we have an equation of the first degree, from which we find,

$$y=p+a^2 \therefore \sqrt{y}=\pm\sqrt{p+a^2}.$$

Since $\sqrt{y}-a=x$, we have $x=\pm\sqrt{p+a^2}-a$.

When the equation is of the form,

$$x(x-2a)=p,$$

place $\sqrt{y}+a=x$, then $\sqrt{y}-a=x-2a$, and by substituting and reducing, we obtain as before, $y=p+a^2$. Hence $\sqrt{y}=\pm\sqrt{p+a^2}$, and $x=\pm\sqrt{p+a^2}+a$.

Every complete equation of the second degree may in like manner be transformed into an incomplete equation of the same degree.

In the equation, $x(x+2a)=p$, assume $y-a=x$, then $y+a=x+2a$, and we have $(y-a)(y+a)=p$; or, $y^2-a^2=p$; which is an incomplete quadratic, the same as that found by the more general method of transformation given in most treatises on Higher Algebra.

By transposition, $y^2=p+a^2 \therefore y=\pm\sqrt{p+a^2}$;

Consequently, $x=\pm\sqrt{p+a^2}-a$.

Since every complete equation of the second degree may be reduced to the form, $x^2+2ax=p$, in which $2a$ and p may be either positive or negative, it follows from the above that any any complete quadratic may be solved without completing the square, by first transforming the given equation into one of the first degree, or into an incomplete equation of the second degree.

Take for example the equation, $x^2+4x=60$.

By factoring, $x(x+4)=60$. Assume $y-2=x$, then $y+2=x+4 \therefore (y-2)(y+2)=60$, or $y^2-4=60$. Hence $y^2=64$, and therefore $y=\pm 8$, consequently $x=\pm 8-2=6$, or -10.

There are some petty annoyances in life, which if we cannot avoid, we attempt to call pleasures, rather than own ourselves defeated.

WORK TO BE DONE.

BY FRANCES J. KENNISH.

When we look abroad over this great, wide, wonderful world, we see everywhere work to be done,for in their age of labor and invention, there is no place for the idle.

There are rich fields, white with there abundance, only waiting for the reaper's hand; there are also fields of labor, which need workmen, strong and true, for the harvest is filled with rank weeds growing and thriving at every hand, and only one, with a brave heart and strong arm, can perform the great work there to do.

Who will perform it? There are many who are willing to labor in ripe and heavily laden fields, for their sickles flash brightly in the clear sunlight, and the night finds them richly rewarded for their daily work; but who will go forth to the fields, where ignorance and superstition flourish, to toil when their bravest efforts will at best be scantily rewarded, and the evening shades compel them to lay aside their instruments of labor, they see but little to encourage them to renew their efforts, when the light of another morning summons them for the work.

There are but few whose labors are fully appreciated by the world, though some there are whom the giddy multitude delight to honor, and whose every step is applauded; but the greater part must work in silence, with only One to know and appreciate, whose reward is the sweet whisperings of the inner voice, and the consciousness of having performed their mission.

Oh, weary reapers, faithful workers in the great cause of education, on which the future of our fair and prosperous country depends, look forward to the bright years of the future; what untold treasures await you there! The hand and brain may be weary now, but after the toils of the day are over, and the duties assigned you are all faithfully performed, there cometh a rest, a "peace that passeth all understanding;" for the thought that your work has been well performed, will come to cheer and comfort you, as the soft winds of summer soothe and refresh the way-worn traveler.

Even though the world has not noticed your self-sacrificing efforts, yet your words and deeds will leave an impression which, firm and imperishable as the everlasting hills, will never be effaced till the records of Time are ended; and, sooner or later the well deserved laurels will rest upon your brow; and by all those who come within the reach of your influence, it will be felt and held in grateful rememberance. Not many there are who are worthy of the place you have filled so well, for from every street and by-way the cry comes forth, "the harvest truly

is plenteous, but the laborers are few; pray ye, therefore the Lord of the harvest, that he will send forth laborers into his harvest."

See the summer sun is shining
On the fields of ripened grain;
And the harvesters are telling
Of the toil for hand and brain;
On the hillside, in the valley,
Shining blades are flashing through,
For the harvest now is nearing,
And the laborers are few.

Do not hope for richer harvests,
Do not wait for whiter fields,
Do the task that is assigned you,
Greater so will be the yields.
There are many fields of labor
Needing workmen, brave and true,
For the harvest is abundant,
And the laborers are few.

One by one the workers leave us;
Those who hardest toil and best,
Soonest have the Master's summons,
And he takes them home to rest.
Be ye ready then and constant,
Toil while yet the early dew
Glitters 'mong the golden grain fields,
For the harvesters are few.

Dreamers, they, who idly waiting,
Watch the sickle's silver gleam,
As they only *dream* of working,
Their *reward* will be a dream;
But the reapers, worn and weary,
Still unto their mission true,
Their reward will be the greater,
When they're called among the few.

Though another wields the sickle,
Your reward may yet be won,
You may glean behind the reaper,
Waiting for the glad "Well done."
If you're working for the Master,
You will find enough to do,
For the harvest is abundant,
And the laborers are few.

Some People, because they can accomplish nothing new and original, cease to attempt anything. The leaves of the present summer, might, for the same reason, have remained latent in the bud—but the earth would have been very dreary without them.

ANSWER TO "SUPERFLUOUS TEACHERS."

EDS. JOURNAL:—I believe there are always two sides to a question; you have given one side in the article entitled, "Superfluous Teachers," in the JOURNAL for July: will you allow me to give a faint glimpse of the other side from my experience?

I am a teacher, and hold a "third grade certificate," which is the best that my education admits of (although I regret the fact very much), and as attendance at high schools is expensive, and teachers' wages low, I do not see any way to better it. I for one shall be glad when graduates reign supreme, for then perhaps, those who receive the much despised "third grade certificate" will have an opportunity for learning something.

Because a girl is obliged to teach, and because she prefers some other occupation, are no reasons that she will not perform her duties faithfully; it is for her interest to do so. It is not poor teachers only who leave situations for pleasanter ones and higher wages; a great many *good* teachers do so to my personal knowledge.

Do you think those persons, who have spent years fitting themselves for teachers could be prevailed upon to come to a little, dirty country school-house, minus black-board, maps, globes and school apparatus of every description, and often where their superior efforts would not be appreciated, and teach for eighteen or twenty dollars per month? And they would get no more than that either, in most cases, if they were graduates; for country districts are not able to pay more, if we are to judge from the condition of most school-houses and their surroundings. Indeed, sirs, the teaching is as good as the wages; if teachers are wanted who will make their profession a life-work, they must be paid a salary sufficient to support them, and enable them to advance, when advancement is necessary; for whether they teach from a sense of duty, or from mercenary motives, the fact that an education cannot be obtained without money remains the same. At the present rapid rate of progress, they will probably soon have to send to the New Jerusalem for teachers, and the poor *human* girls, who work for next to nothing, and grow weary of oft-times making unappreciated efforts, will have to find something else to do, or do nothing.—A TEACHER.

WHEN a man feels himself too lofty for his vocation, then is his vocation really above him. The workman who sits always at the entrance of the mine, may possess a lofty spirit; but he would, nevertheless, be a very poor and inefficient miner. To perfect ourselves in any work, we must be willing to go down into its depths and clamber to its heights.

EXTRACT FROM CLASS ORATION,

(Delivered at Platteville State Normal School, July 7, 1871.)

BY H. JANE.

During the past year many of us have been engaged in teaching. We have been out in the field applying the principles and putting into practice the theory here taught. We were told by our instructors that no method or system of teaching will dispense with the labors of the teacher; that a good system of teaching does not mean easy work for the teacher. My own experience has taught me that the more method used, the better the system employed, the greater becomes the work of the teacher. There is no such thing as the machinery of education running itself.

> "If little sacrifice, little are our gains,
> Our progress is according to our pains."

Almost every system under the eye of its author has been more or less successful, because in every case the merits of the workman have been transferred to the tools. But when the same system in other hands proves useless or even mischievous, the fault must lie in the handling. In education, as in other things, the most effective implements may chance to require the most skillful management.

Some time must elapse before the effects of the year's work can be known, but we trust there has some good been accomplished. We have found that it is a good thing to have some method of training. One can bring grander results out of the same method if he is conscious of being right. Even if a person gets no new ideas by attending a Normal school, it will pay him to go and get his own views confirmed. In entering any business first be sure you're right, then go ahead. All experience here and elsewhere has abundantly shown that the highest intellectual, and even the highest moral qualifications afford no sufficient guarantee of practical success as a teacher. The elements of education are common to all educated men, but in the teacher there must be special preparation, technical skill, a peculiar tact and talent—natural or acquired—to succeed in this most important profession; and back of and underlying all method there must be ever-varying contrivance.

The theories received at the normal school we have found well adapted to the wants and needs of the common schools. I am glad that so much of our theory relates to the teaching of the primary branches. It seems to me that the primary pupils, the ones that must be doing something, but who can not study, are the very ones that need the guidance of a trained and skillful teacher. As the child advances,

study takes the place of action, and his dependence on the teacher becomes less and less. A child is educated when he knows how to study, and it is the teacher's business to teach him this. What folly, then, to deprive the pupil of a good teacher until he has made certain acquirements, perhaps to his injury.

Many persons, especially those who lead bold, active lives, suppose there is something antagonistic between theory and practice, between science and art, between study and action. They pronounce theory, science and study as idle speculations directly opposed to the practical demands of business; and they affirm that these render men effeminate, luxurious and inactive. They seem to be unaware that theory is the mother of practice, that science is the fountain of art, that study is the basis of action, that they all lead to the greatest and grandest achievements. Progress without knowledge is contrary to the nature of things. As well might the train proceed without the engine, or the boat advance without propelling power, as the world make progress without knowledge. And what is knowledge? It is theory; it is science; the result of study. It is to the world what experience is to the person. It is the history of the past by which we may guard against a useless waste of powers in the present and future. To the men who have never quitted their closets, mankind is indebted for some of its greatest enjoyments and most useful advantages. The security of navigation, the certain knowledge of the mechanical powers, the improved methods of agriculture, the developing of powerful systems of government, our acquaintance with innumerable worlds and countless myriads of hidden life, the present standard of literature, morality and religion, are but the fruits of diligent and inquiring minds. Surely this practical age of all others should be the last to discard or undervalue the results of study.

In order to make a shoe, a wagon, or any other manufactured article, a person is required to qualify himself by serving as an apprentice. To discourse on morals, to administer to the diseased body, or to be patronized in any occupation a person must give evidence of preparation and skill. The more extensive his acquaintance with the theory, the science, the history of his calling, the better qualified will he be for his work, other things being equal. In order to be considered skillful in any business a person must know the past and improve on it. The management of the human mind, particularly youthful mind, is one of the most delicate tasks ever committed to the hand of man; and shall it be left to mere instinct, or shall our school teachers have at least as careful training as our lawyers and physicians?

Consider the difference between a child well educated—one who is made the most of morally, physically and intellectually—and one

who has been trained by unskilled hands: the one is a giant throughout; the other a dwarf entire. This, however, is only the immediate and direct result. Who can tell what good may be done by the one or might have been done by the other? So long as there is such a thing as systematic teaching, for the sake of humanity, present and future, let it be generally and faithfully applied.

The class will meet many difficulties in teaching. You will find a great variety of character in your schools. Some are very active and some are very idle. Some are very quick and some are very slow. Some can see things at once, while others can hardly see the steeple on the church. Some can study, and others can not. Some can learn almost anything while others can learn next to nothing. Some can not lie, and others can not speak the truth, and some can do both by turns. Some will take blows and return none; others will give two or ten for one. Some are exceedingly simple and soon understood, others are strange mixtures of incongruous blood. Pupils are not as clay in the hands of the potter. They have their own wills and oftentimes the wills of their parents. Others may give you general theories, but you must invent special ones. Heretofore you have worked together under the guidance of teachers; hereafter you are to work separately and be yourselves guides. If you would become good teachers you must be habital students of the best methods of teaching. You will be disappointed if you expect immediate results from your labors. You may observe *some* of the benefits as you go along but the *general* harvest will be in the future. You must be content to sow that others may reap. You must plant the acorn but the beautiful oak and its cooling shade will be enjoyed far hence. But you may have this to encourage you: the seed if properly sown will surely spring up. The acorn if properly planted will certainly produce the oak. Your influence will not be lost. A falling leaf moves the sun in its orbit, and a pebble thrown into the stream changes the boundaries of empires. Cultivate in yourselves the motives and feelings you would inspire in others and great good will result from your labors.

We now welcome you to the profession of teaching and to the alumni of the school. We trust you enter upon your work glowing with enthusiasm for the noble cause you have espoused. The most precious hopes of society will be committed to your charge, and on you will depend, to a great extent, the temporal and perhaps the future well being of hundreds of your fellow creatures. Work for them; and if you would attain to any degree of excellence in your profession, love it, and place all your hopes in life upon it. We believe that normal schools are calculated to be among the most useful of human instrumentalities for developing of our people. Ignorance imperils the ex-

istence of our government. Despotism is safest where ignorance is greatest.

But in a republic like our own where every man is a voter, and every woman soon may be, unless we would have our nation go down beneath a mighty weight of ignorance, we must educate, and educate liberally. As yet the influence of normal schools in our own state may not be generally felt, but in other states and in some of the countries of Europe the condition of society and humanity has been greatly benefited. Germany prides herself on her school system, and well she may. The teachers of her common schools are educated, courteous, refined, moral and learned professors, laboring with real enthusiasm, wholly devoted to their duties, and proud of their profession; a state of things brought about by normal schools.

We trust the influence of normal schools will become more and more apparent in our own land, and that no pains will be spared to make them the best in the world. Receiving and sending out students continually, the normal school, like the human heart, is the place to fit and purify the streams that are coming into it, and from which they may be sent out again thrilling through the various avenues of life giving strength and vigor as they course along.

FRAGMENTARY.

BY B. R. A.

There is no professional class upon whom the duty of a thorough comprehension of the human mind is more imperative than upon the teacher. To him is intrusted the responsibility of watching the unfoldings of the human intellect, and to direct its course.

The man who compared the mind of the young child to a "blank page," upon which parents and teachers are to write its future knowledge, was not just fitted for a successful teacher. If, indeed, the idea is correct, then no effort is required of the child; he may sit quietly like the man who is being measured for a coat, and await the writing process. But of course, when arrived at years of maturity, he must not think of adding to the stock, the page is full, the course is complete. Alas, poor victim!

Rather compare the mind to the germinating bud; at first this bud does not require cultivation, it only requires that you give it free access to light and air; so at first the mind of the infant requires no instruction—no teaching. Let it be placed where it may see a variety of objects, which will be to the infant mind as the natural elements to the germ. Again, as the plant expands and its leaflets put forth, many luxuriant twigs and runners shoot forth which are unnecessary to the

process of fruit-bearing. These are the passions, and untrained outgrowth of early youth. As we have compared the future developed germ to the fruit of the tree, it may be well to pause and inquire the object of education. How I wish that we, as teachers and parents, might ever keep this question before the mind. Some answer, we must first consider the object of the education; others, we must ascertain first what means will most benefit his pecuniary condition. But I suppose that in educating, we can take no better course than that which is best calculated to develop the student intellectually, morally, physically and spiritually.

Now at what time *does* the intellect commence to receive tuition? We answer, from the moment in which it first beholds the light of day. Let us observe then, that the perceptive organs are the first which we exercise. God has so created us that we first perceive, and become fully acquainted with objects before we are enabled to reason upon them. I believe it is generally conceded that next in order come memory, recollection, imagination, understanding, reason. If this be true, and no doubt it is, what a valuable lesson it affords the teacher! With regard to perception nature commences her lessons by presenting objects; but from our earliest moments the mere perception of objects would be comparatively worthless, without the aid of memory to retain their impression, or, without the power of recollection, to recall them, and their essential properties. The first step of education then is not, nor can it possibly be, in the hands of the school teacher, but it rests wholly with the parents, and chiefly with the mother. Were I writing an exhaustive disquisition upon the subject of education in general, I would take up and consider in this connection the habit of entrusting children to the care of ignorant nurses. Long however before the perceptive faculty yields its predominance the child is placed under the care of the teacher. At this point (the most critical in the child's life) we should no more think of commencing a course of expansion and development of the intellect than we would of pruning and trimming the little plant just as it appears above the surface. The first educational course should be to permit the child to see, and as explanation becomes apparently necessary, let it be given.

But the teacher replies, this is well enough for the family teacher, but when you meet these little ones in your school room, does not your theory become impracticable? I answer, no. Circumstances may impair the force of its application, conditioning surroundings inflect its application.

Still the theory remains an immortal truth, a golden weapon in the hands of the skillful teacher. Keeping it in view I would suggest that the teacher make the course of infant education more a source of play,

than an intellectual burden. Make learning the alphabet more a game than a lesson; first fix the attention upon form, crude outlines drawn upon the board; let the game be to see who shall remember most of these forms or to see who can best reproduce them; or who can find the greatest number of letters similar to a given combination of marks. Devise plays for your young students which, while they thoroughly stimulate and exercise physically, still contain a moral lesson. For children studying the alphabet I would propose such a thing as marking goals, or playthings, with letters of the alphabet and calling them by the names of such letters. When further advanced, with figures or combinations of figures, and treating accordingly. For a grade still higher, I would suggest the use of the figures of animals, and when curiosity has been aroused, give a brief history of the animal by some cheerful and pleasant anecdote.

For the purpose of noting more clearly the effects of observation, let us assume a case and meditate its probable results. Suppose a child to have been brought up in some secluded room where his eyes never beheld any object except such as would necessarily come before him in his secluded condition. A second to have been continually carried around where he might observe everything—teach them the same things as nearly as possible under this hypothesis. At ten years of age is it not presumable that the mind of the first would be a blank? We take advantage of the silent but significant moral, and permit and assist the juvenile mind, rather than surfeit it.

Another peculiarity of the human mind is—that it passes from the known to the unknown—that is, we receive new ideas by assimilation and comparison. A child would not understand your definition of an *isthmus* if he could not comprehend what an island is—or, a body of water; nor can he comprehend the number expressed by the Arabic character 7 until he has *some* idea of number. Hence the necessity of fully and thoroughly understanding the child's knowledge before attempting to lead him further. Another misconception (chargeable mainly to school boards, parents and guardians), assumes such gigantic proportions, that I must beg leave informally to notice it here. I allude to a kind of radical error so extensive that it might properly be called—the school disease. School boards and parents feel that they must be the best judges as to what children shall study, leaving teachers to conduct the exercises in their own way. Thus, a given number of scholars enter school, with geography, arithmetic, grammar and a few other preliminaries, which it is expected the teacher will teach them. Perhaps for a year and a half, the school advances rapidly, but in the last half the scholars seem to have come to "a stand still." School boards grow nervous, and parents uneasy and impatient.

"What is the matter?" asks Smith of Jones; "our school used to get along finely, but my children complain that they don't like to study as they used to, and they say school has grown dull of late." Jones wisely remarks—"Yes, *something* is wrong. Most of the scholars are losing their interest in the school—I think we ought to have a change of teachers." A new teacher is tried, but somehow the school is bound to run down; and generally it does not revive until a new set of scholars come in with new wants and new studies.

Now, so far as my experience goes (and I believe the fault is general), the trouble is, the scholars have advanced as far in those studies as their abilities will permit; at least with grammar and mathematics this is probably the difficulty—and the other studies have grown common and wearisome. What is the remedy? I answer that there *is* but *little* remedy, unless the teacher be allowed to take the whole responsibility upon his own shoulders. Having done so, let him bear in mind that philosophy of the intellect, that reason and understanding are the last faculties of the human mind to mature; that a fact among the sciences is, that *all* sciences have one common trunk; and that the child can and must receive them all commensurably. Let him teach the child how plants grow; give him simple lessons in geology, geometry, zoology, and he will not only instruct and delight his pupils, but achieve much good, and inspire them with a love of science in all its unfoldings; he will have the happy recollection that he has laid the foundation for true and vigorous intellectual growth. His school will be pleasant, prosperous and intelligent.

Official Department.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

Q. Can a district, after voting to have a certain number of months of school kept during the year, (so many winter and so many summer,) and after the winter school has been taught, vote down the summer's school?

A. A district always has power to reverse its own action, except in the election of officers. After having voted to have a summer school, it can lawfully vote not to have one. If, however, a teacher has been contracted with to teach a summer school, the district cannot, by thus voting, repudiate the contract. The teacher can claim and recover damages, if not allowed to teach the school.

Q. Is not a county superintendent in duty bound to license enough teachers to supply the schools?

This question cannot well be answered by yes or no. The superintendent must fix a standard, and is not by law obliged to lower it because enough teachers to supply the schools are not readily forthcoming, under his standard. It does not follow that his standard is too high because, after the examinations are over, there is a lack of licensed teachers in the county. It may be that there are not enough suitably qualified persons in the county who desire to teach; and it may be that the wages generally offered are too low to attract teachers from abroad. Liberal wages will be pretty sure to bring enough teachers to the county, if not already within its borders, and to *keep* them there. Still, it is possible that a superintendent may fix his standard too high. If so, he will probably be the first to discover it.

Q. Ought the Bible to be read in the school, if any object?

A. When the framers of our State Constitution provided that no "sectarian instruction" should be allowed in the district schools, it is not to be supposed that they considered the judicious reading of the Bible in the school to constitute such instruction, but rather the reverse. It has been customary, from the earliest history of our common schools, for the Bible to be read in them, either as a devotional exercise or as a text-book. Under sections 52, 53 and 54, the school-board has the control of the matter. If any objection is made by one or more families, to the reading of the Bible as a devotional exercise, while others wish it, or do not object to it, it will not be improper for the board to direct that it be read, if read at all, before the other exercises commence, and that the children of those parents who make the objection be allowed meanwhile to attend quietly to other lessons, or to remain outside. Or, the reading may take place after such children are dismissed. Those who do not wish to have their children hear the Bible read in school, or to hear it from some particular translation, can hardly claim that their rights and wishes are to be more considered than those of a different way of thinking. It is needless to say that school boards and teachers should act with the utmost consideration, if this matter becomes a ground of difference in a district. It should excite no ill-feeling.

Q. Can any portion of the money raised for a district library be paid to the librarian for his services?

A. The law does not appear to contemplate this. The policy of the framers of the school system was based upon the idea that *district* officers would be willing to serve, in turn, without pecuniary compensation. If the clerk of the district, or other person acting as librarian, keeps the library at his house, the benefit of so doing may be considered equal to the trouble. If the library is kept at the school house, the teacher will ordinarily be willing to take charge of the

books. District libraries are not apt to be so large as to render the office of librarian very burdensome. The law regarding town libraries (Sec. 5, p. 123, School Code), provides that the librarian may be paid for his services.

Q. When a district has become too feeble to support a school, what is the proper course to be taken?

A. A petition, prepared if thought best at a special meeting of the district, may be laid before the supervisors, asking them to dissolve the district by attaching its territory to adjacent districts. Or, they may be asked to give the district more strength by adding to it territory that can be reasonably spared from other districts. The best course, however, for this and many other difficulties, is to make all the territory in town into one district, with as many different schools as are needed. In other words, to adopt the "town system."

Q. Is it legal to form a joint district out of parts of towns lying in different counties?

A. Yes, it is legal, and the possibility of such districts is contemplated in the provisions of section 107. Joint districts are undesirable, however, under any circumstances, if they can be avoided.

Q. Are district clerks to be elected throughout the State, in the same year?

A. There is no uniformity in this matter. The succession of the terms of district officers will depend upon the time of the organization of the district. This is sufficiently explained in the comment on section 31, in the School Code.

Editorial Miscellany.

NORMAL INSTITUTES.

Several of these Institutes of four or six weeks are now being held. The reports we hear concerning the numbers in attendance, and the interest taken by the teachers, are very encouraging.

About eighty are attending the Baraboo Institute, the same number at Trempealeau, eighty-two at Middleton, and about forty at Muscoda. We have not heard definitely from New Lisbon.

Others are to be held at the beginning of the present month.

Some of our best teachers on whom we confidently relied for help, in these supplementary Normal Schools, have been unexpectedly called to other positions in the educational field than those they have been occupying, and thus have been compelled to recall their engagements to assist in Institute work. In consequence of their failure to fulfil their promises, unavoidable of course in the circumstances, we have been forced to draw one or two Institutes from the list during the present season. We hope they can be provided for in the spring, if it is deemed desirable to hold them at that period.

These long term Institutes are an experiment, but we have not the least doubt of the success of the experiment. We invite a full and free interchange of opinion from those who are in charge of these Institutes, and from teachers attending them, as to the best methods of conducting them, the best course of study, the instructional force required, etc. It is by *practical* experience that improvement comes, not by mere theorizing. We expect to present a report to the Legislature concerning the workings of these Institutes, during the first year of their existence, that will fully justify the appropriation made for their support.

Besides the Normal Institutes in progress, as we go to press with the September number, the following appointments have been made:

NORMAL INSTITUTES CONTINUING FROM FOUR TO SIX WEEKS:

Places.	*Commencing.*	*Conducted by.*
Waupaca, Waupaca county	August 28th	A. Salisbury and J. Burnham.
Chilton, Calumet county	August 28th	W. A. Delamatyr and others.
Black River Falls, Jackson county	September 4th	C. H. Allen and others.
Osceola, Polk county	September 4th	A. Earthman, S. D. Gaylord.
....., Racine county	September 4th or 9th	Lyman Earle.
Wausau, Marathon county	September 4th	James Rait and W. O. Butler.
Wautoma, Waushara county	September 4th	Theo. S. Chipman and others.
Allen's Grove, Walworth county	September 5th	Rev. M. Montague.
....., Buffalo county	September 25th	C. H. Allen.
Tomah, Monroe county	October 2d	A. E. Howard and others.

SHORT TERM INSTITUTES OF ONE WEEK EACH:

Portage City, Columbia county	August 28th	C. H. Allen.
Durand, Pepin county	September 18th	C. H. Allen.
Mineral Point, Iowa county	September 21st	Samuel Parks.
Darlington, La Fayette county	October 2d	C. H. Allen.
Manitowoc, Manitowoc county	October 9th	Robert Graham.
Kewaunee, Kewaunee county	October 16th	Robert Graham.
Sparta, Monroe county	October 23d	C. H. Allen.
Horicon, Dodge county	October 23d	John A. Barney.
Richland Center, Richland county	October 30th	C. H. Allen.
Friendship or Olin, Adams county	November 6th	C. H. Allen.

THE STATE UNIVERSITY.

The University is opening with a better attendance and better prospects than ever before. The dormitory buildings are crowded to their utmost capacity. Large numbers of the students have been compelled to find rooms in the houses of our citizens.

The new ladies' building is not yet completed, but will be in the course of a few weeks. It is admirably arranged for the purposes intended, and will accommodate about one hundred students.

Mrs. D. E. Carson, the newly elected Preceptress, is a lady thoroughly fitted, by learning and tact, for the important position assigned her. Parents may rest assured that a kindly, yet vigilant oversight will be exercised over their daughters if committed to her care.

Miss Josephine Magoon, the Assistant Preceptress, is an accomplished scholar and earnest teacher. She brings, as does the Preceptress, the prestige of a flattering success in other schools, to her new position.

Miss Spencer is a graduate of the University, and has taught for several terms in that institution to the satisfaction of all.

Miss Louisa Brewster is well skilled in the ornamental branches, and apt in communicating knowledge to her pupils.

Miss Ella F. Sage, teacher of music, is a graduate of Vassar College. She brings the best of testimonials from professors in Vassar and other institution as to her ability to teach.

The Professors remain the same as last year. They all reported for duty at the

beginning of the term, and are busy arranging the classes. We found, in our visit to the University, Vice-President Sterling taking down the names of students, attending to the assignment of rooms, &c. He was jubilant over the brightening prospects of the University.

Dr. Twombly, the new President, is evidently the right man for the place. We hear praises of him already from the students, who like his way of doing things. He is scholarly, energetic and full of common sense.

Our Normal Schools—A Word from the State Superintendent.

We reprint the following from the *State Journal* of Aug. 14th, and would call particular attention to the Institutes held at the different Normal Schools. Especially should teachers in counties adjacent to the schools, avail themselves of the peculiar advantages offered at these Institutes:

"*Editors State Journal*: I find in my journeyings through the State, that many intelligent people are not aware of the benefits resulting to our educational interests through the agency of the normal schools now in operation. They estimate this influence by the number of graduates, merely, sent forth from these most important institutions of learning. This is unjust. These graduates, as a body, are a very successful class of teachers, and are doing a great deal in elevating the educational standard of the State. There are, however, hundreds of young men and women who have received instruction in these normal schools for a shorter period than the time prescribed for graduating. They have received invaluable benefit from their partial training, and our district schools all over the State have gained largely in consequence.

"It is not expected that the normal schools should claim this large number of imperfectly educated teachers as their representatives, nor should these teachers be so regarded. But these schools have the right to claim whatever of good the common school system receives through them.

"An Institute course of six weeks will be held at Whitewater and Plattville, commenceing September 5, and at Oshkosh in the early part of the same month, designed to meet the wants of those who expect to teach in the common schools during the coming year. As thorough instruction as possible will be given in the theory and practice of teaching, suited to the district school. Presidents Arey, Charlton and Albee will spare no pains to make these State Institute what the friends of education confidently expect they will be, indispensable to the teacher of limited means and time. We hope a very large number will be in attendance.

"SAMUEL FALLOWS."

GEOGRAPHICAL.—We glean the following items:

Clarence King, has reached the top of Mt. Whitney, near the confluence of Kern and King rivers in southern California. This mountain is one of the highest in the United States, being about 15,000 feet, and is named after Prof. J. D. Whitney, State Geologist.

An exploring expedition will go out soon upon the German ocean. Another is on foot for the Atlantic and Pacific oceans, under the auspices of the United States Coast survey. Prof. Agassiz, and Jeffrey, the English conchologist, will be connected with it.

No less than ten expeditions are in progress, or in contemplation, to or *towards* the north pole. A Swedish crew will attempt to bring back a huge mass of meteoric iron 12x15 feet, known to be in those high latitudes. A colony is to be planted in Spitzbergen, as a base of operations by sledges over the ice. Capt. Hall's expedition has been heard from far up in Greenland.

An international Geographical Congress was to meet in Antwerp, August 14—22, at which prizes were to be distributed for best instruments, etc.

OHIO.—The August number of the *Educational Monthly* comes freighted to overflowing with a report of the State Association, held at Sandusky, July 5th and 6th. The proceedings consisted largely, we notice, of practical papers and reports, followed by full discussions. This, as we suggested last month, would be a good plan for our Association to adopt. Among the subjects thus considered were the "Wants of Ungraded Schools," "Rapidity of Thought," "The Reconstruction of the American Common School," "Compulsory Education," "Music in Common Schools," "Objective Teaching," "Periodical Examination of Pupils," "A Truant Law and Reformatory Schools." A Revision of the School Laws was recommended, and the executive committee instructed to have an address delivered at the next session, on "The Education of Youth a Duty of the State." State Superintendent HENKLE gave notice that he should move an Amendment of the Constitution, at the next session, so as to organize Departments or Sections in the Association.

Query Box.

[We have considerable matter for the "Query Box," which must be left over for next month.]

13. There appeared in the "Query Box" of the JOURNAL for June an Algebraic problem:

$$x^3+y^3=407 \qquad\qquad \text{Also, } x^3+y^3=b$$
$$x^2+y^2=65; \qquad\qquad x^2+y^2=a.$$

The solution given in the July number of the JOURNAL only presented the method for obtaining the roots of the first part of the problem.

The general problem, $\begin{matrix} x^3+y^3=b \\ x^2+y^2=a, \end{matrix}$ cannot be solved by the method used in the solution of the other form, for it is a cubic equation. The other could be solved by quadrics. Thinking that such a point should not be left in that condition, I have enclosed a solution of the unanswered problem for your JOURNAL.

Respectfully yours, WM. E. ANDERSON.

Given $\left\{\begin{matrix} x^3+y^3=407; \\ x^2+y^2=65; \end{matrix}\right\}$ To find x and y.

Also solve the same in general form:

$$\begin{matrix} x^3+y^3=b; \\ x^2+y^2=a; \end{matrix} \text{ to find } x \text{ and } y.$$

Solution of the second form:

Substitute n for $x+y$ and t for xy; then by squaring n and taking from it $2t$ we have:

$$n^2-2t=x^2+y^2=a. \quad (1)$$

Cubing n and taking from it $3tn$ we have:

$$n^3-3tn=x^3+y^3=b. \quad (2)$$

Multiplying (1) by $3n$ and (2) by 2 we have:

$$2n^3-6tn=2b. \quad (3)$$
$$3n^3-6tn=3an. \quad (4)$$

Taking (3) from (4); $n^3=3an-2b$, or:

$$n^3-3an=-2b. \quad (5)$$

This is a cubic equation and can not be solved, by the artifice used in the solution given in the July number of the JOURNAL, without making an hypothesis of the proportionate values of a and b.

But in general solutions there can not be such an hypothesis, hence the solution involves different principles than those given in the *former* solution.

By "Cardan's Rule for Cubic Equations," the root of equation (5) can be easily found. (See Robinson's University Algebra, page 401.)

The value of n is in this case:

$$n=\{(b^2-a^3)^{1/2}-b\}^{1/3}+\{-(b^2-a^3)^{1/2}-b\}^{1/3}. \quad (6)$$

By hypothesis $n=x+y$, and from equation (1) we have the value of $2t$ or $2xy$: $=n^{-3}-a$.

If we let A represent the second member of equation (6) we have:

$$\left\{\begin{array}{l} x+y=\mathrm{A} \\ 2xy=\mathrm{A}^2-a. \end{array}\right\} \quad (7)$$

Solving (7) by quadrics we obtain:

$$x=\tfrac{1}{2}(\mathrm{A}\pm\sqrt{2a-\mathrm{A}^2}). \quad (8)$$

$$y=-\tfrac{1}{2}(\mathrm{A}\mp\sqrt{2a-\mathrm{A}^2}). \quad (9)$$

Restoring the value of A and the values of x and y in (8) and (9) are rather complicated. Other roots may be found by using equation (2) to obtain the value of t.

W. E. A.

15. If I had bought at 10 per cent. less I would have gained 15 per cent. more; what was the per cent. of gain?

Since the ratio of the difference of the purchase prices to the difference of the selling prices, must be the same as the ratio of the lesser purchase price to the lesser selling price, the percentage that the difference of the selling prices is of the difference of the purchase prices, must be the same as the per centage of the lesser selling price is of the lesser purchase price. 15 is 150 % cent. of 10, which is the p r centage the lesser selling price is of 90, which per centage according to the conditions of problem is 15 % cent. more than the lesser selling price. 150 % cent.—15 % cent.=135 % cent.=lesser selling price. The respective purchase is 100 % cent. 135 % cent.—100 % cent.=35 % cent. gain.—C. W. DAMON, Wauwatosa.

Another Solution:

$$100\ \mathrm{p}=(100-10)(\mathrm{p}+0.15)$$
$$100\ \mathrm{p}=90(\mathrm{p}+15.15)=90\ \mathrm{p}+.15.90$$
$$100\ \mathrm{p}-90\ \mathrm{p}=10\ \mathrm{p}=13.5;\ \mathrm{p}=1.35$$

The per cent. of gain was 35 per cent. H. W. J.

16. What is meant by "relation," as applied to prepositions? What is the relation shown in the following sentence? I ran into the house.

Relation, as applied to prepositions, means the reference of one word to another, shown by a preposition. The preposition *into* expresses a relation produced by motion or change, and in the sentence "I ran into the house," it shows the relation or reference of the words *ran* and *house*. As we cannot run without running somewhere, *house* is the word that relates or refers to *ran*, because *house* denotes the place where I ran, and is, therefore, connected with the word *ran* by the preposition *into;* for the meaning is—*ran into house*. PET. SCHNEIDER, *Gibbsville*.

19. Is the expression "Compound Number" a correct one?

The expression "Compound Number" must be a correct one; for, if we call a number in which the units expressed are all of the same value, "Simple Number," then the expression "Compound Number" must also be admitted as correct, for one in which the units expressed are of different units. *Ib.*

20. In the expression, 100 feet, 200 feet, etc., does feet form part of the number?

Any number, that is connected with the word *feet*, as 100 feet, 200 feet, etc., is called *Denominate Number*, of which the word *feet* forms an essential part. If the word *feet* is omitted, the denominate numbers are changed into abstract numbers.

22. Why is not all the pure air of earth turned into carbonic acid gas in process of time?

An unfathomable Wisdom determined the vegetable world to be the guardian of the animal life, and with astonishing simplicity regulated the plants to absorb from the atmosphere all the carbonic acid gas which proceeds from the animal kingdom or other sources, and restore it by exhaling oxygen. The carbonic acid gas, which is hurtful to men and beasts, is the principal nutritious matter of plants. *Ib.*

24. Is it ever Monday all over the earth at the same moment?

It is never Monday all over the earth at the same moment, for when the sun is over our meridian we have noon, and then it is midnight at the meridian directly opposite to ours, where a new day begins; therefore, Tuesday will begin at another place, when we have noon on Monday.

30. The correct orthography of the words embraced under No. 30 is given by our correspondent, PET. SCHNEIDER, but it is not necessary to reprint them, as the reader can consult a dictionary. It is an amusing exercise to give out at an Institute or association.

31. The enigma solved:

Cares is a word of plural number,
A foe to peace and human slumber;
Care is the word I chance to take,
By adding 's' I plural make;
But if I add an 's' to this,
The word *caress* we see there is:
Plural is plural now no more,
And sweet what bitter was before. *Ib.*

32. Ought teachers to inculcate the practice of pronouncing the word wind, meaning air in motion, with the long sound of *i*, in poetry? H. CROUCH.

33. Are the sounds represented by ch and j elementary sounds? or is the sound usually represented by ch composed of the sounds of t and sh, and is the sound of j composed of d and zh, as claimed by the ancients? *Ib.*

34. Will some subscriber give a *plain* solution to the following arithmetical problem:

I have borrowed $500 dollars, and agree to pay principal and interest in five equal annual installments; if the interest is 7 per cent., what is each payment. H. T. H.

Educational Intelligence.

WISCONSIN.

TEACHERS.—The complement of teachers for our two ward schools has been secured. In the South ward, Mr. and Mrs. Brown, and Miss Larkin are retained, at the same salary as received last year. In the North ward, Mr. F. P. Fowler remains another year with a salary of $1.000. Miss Markle remains in the intermediate, and Miss Marden takes the Primary Department, each receiving $300 for the year. Both schools have an efficient corps of teachers, and we predict a successful school year.—*Waupun Times.*

WISCONSIN UNIVERSITY,—On an eminence overlooking the Capitol, is the Wisconsin State University, with fine buildings and ample grounds. The Rev. Dr. Twombly, an experienced educator, has recently been elevated to the Presidency of the institution, the success of which has been assured ever since the conclusion was reached that woman should enjoy equal educational facilities with men. The Woman's College Building is a handsome edifice, and the surrounding park very attractive.—*Appleton Crescent.*

TEACHERS IN THE APPLETON CITY SCHOOLS.—We are indebted to the courtesy of our efficient and industrious city superintendent of schools for the following list of teachers in the several wards: 1st ward—Miss Mary A. Knox, a well and favorably known graduate of Lawrence University, Primary; Miss F. A. Bailey, Primary. 2d ward—Mr. Corning, recently from Depere, Principal; Miss Emma Bailey, First Intermdiate; Miss Amelia Harrod, Second Intermediate; Mrs. Whitford, Primary. 3d ward—O. W. Pond, Principal; Miss Alina Preston, Intermediate; Miss E. Fitch, Primary. 4th ward—Mr. Van Vleck, Principal; Mrs. O. W. Pond, Primary.—*Crescent.*

JANESVILLE.—We understand that the Board of Education have under consideration a proposition to properly heat and ventilate the high school building. A "consummation devoutly prayed for," by hundreds of frozen or asphyxiated children for years.

LATER.—We learn that the Board has contracted for heating and ventilating with parties who guarantee entire success.—*Rock County Recorder.*

REV. E. D. MAXON, of Milton, is going to remove to Plainfield, New Jersey. Mr. M. has been a much respected citizen of Milton, and will be greatly missed.—*Ib.*

BLACK RIVER FALLS.—The position of principal in the Union High School of Black River Falls, is beginning to attract the attention of prominent educators, and letters of inquiry are frequently received. Who the coming man is has not been determined. The board is desirous of securing a man of experience, the salary being an after consideration; The house will be completed, perhaps, by the first of January. The impression, however, has gone abroad that it it nearly completed; hence the numerous applications for the position of principal.—*Jackson County Banner.*

A WISCONSIN TEACHER.—We find in the Decorah (Iowa) *Republican* the following very handsome compliment to Mr. John Breckenridge, the very efficient principal of our New Lisbon School. We may here state that Mr. B. has been again engaged by our School Board, so the Decorah people cannot have the benefit of his services at present. The *Republican* says:

"The School Board has tendered the position of Principal of our public school to Mr. John Breckenridge, and we understand the probabilities are that he will will accept. Mr. B.'s former management of the school was very successful. Parents and scholars were pleased with it, and many have since looked upon his departure with extreme regret. We hope that he will accept, because we feel assured that if he does, his administration will bring to the district the peace it so much needs, while securing for us a school of the first rank."—*Juneau County Argus.*

WAUPACA.—Our School Board are making an effort to engage Andrew Hutton, a late teacher in the Normal School at Platteville, Wis., to take charge of our school, which we think is a wise selection. Mr. Hutton is highly spoken of by Prof. McGregor and others who are good judges. We don't expect to fill Mr. Burnham's place fully, but we think Mr. Hutton will perhaps come as near filling the bill as any one of our acquaintance.—*Waupaca County Republican.*

CARROLL COLLEGE will re-open on the 18th of September, the board having secured the services of Prof. W. D. F. Lummis, of Illinois, as President, and Mrs. Lummis as Principal of the Young Ladies' Department. Mr. and Mrs. Lummis come to us with established reputations as accomplished teachers, and we have no doubt will keep the College up to the high standard secured by the labors of Prof. Rankin.—*Waukesha Freeman.*

GALESVILLE UNIVERSITY.—The Commencement Exercises of this institution passed off pleasantly. The examination of classes took place on Tuesday, Wednesday and Thursday M., June 27th, 28th and 29th. The Baccalaureate Sermon was given by the President, Sabbath morning, 10:30 A. M., June 25th. The Historical Address was given by Rev. J. B. Bachman, of Kilbourn City, Tuesday evening, June 27th, and the Annual Lecture, by Rev. D. Read, D. D., of Winona, Wednesday evening, June 28. The Annual Meeting of the Board of Trustees took place Thursday P. M., June 29th, and the exercises of graduating classes and conferring degrees, on Thursday evening, June 29th.

The past year has been one of increased prosperity. The future is quite promising.—COM.

THE GREATEST AND BEST MAN.—"If I am asked, who is the greatest man? I answer the best; and if I am required to say, Who is the best? I reply, He that has deserved most of his fellow-creatures."—*Sir W. Jones.*

PERSONAL.

PROF. ROBERT GRAHAM.—From a circular letter issued by the Board of Normal Regents which was copied in the Educational Department of the *Telegraph* last week; our readers were made acquainted with the fact that our fellow citizen, Prof. Robert Graham, had been appointed Assistant Principal of the new State Normal School soon to be opened at Oshkosh.

It is safe to say that no better appointment could have been made. As a thorough, progressive, practical educator, he is more widely known than any other man in the state; and we can assure the good people of Oshkosh that in Prof. Graham they will find a worthy citizen, one who will labor concientiously and zealously for the highest interests of the school and the cause of education at large.

Prof. Graham came to this place several years ago, since which time he has been engaged constantly in educational work, either as a teacher, superintendent or state agent; and the schools of Kenosha county owe *much* of their present high standing and general good repute to the efficiency of his labors. In common with the entire corps of our county teachers and all others with whom he has had business or social intercourse, we deeply regret that he is to go from amongst us. Nevertheless we can assure him that our kindest feelings and best wishes will attend him in his new field of labor.—*Kenosha Telegraph.*

SAMUEL SHAW.—The people of Winnebago county will, we are quite certain, unite in their regrets to learn that our very efficient and popular School Superintendant, Samuel Shaw, has determined to resign at an early day his present position as school superintendent, to accept that of Principal of the Berlin High School, at a salary of $1,500 a year. This determination, we doubt not, has been brought about from the insufficiency of the salary, as superintendent being only 1,000, and an allowance for traveling expenses. No person at all qualified to fill the position, especially as filled by Mr. Shaw, but what can command a much higher salary. The schools of Winnebago have been brought to a grade, ranking among the first in the state and all in a great measure through the untiring efforts of Mr. Shaw. It is a great pity that our county board have not appreciated this most valuable public officer and made his pay commensurate with the services performed.

Mr. Shaw received his education in Winnebago county and has ever since been identified with its schools, either as a teacher or superintendent. His rank among the educators of the state recently received a befitting acknowledgement, in his being elected as the President of the State Teachers' Association. While it will ever be a subject of regret that his immediate services have been lost to the county, Mr. Shaw can uniformly rely on finding appreciative friends and warm hearts to greet him whenever he may visit his old friends. All friends of education will entertain a hope that circumstances will induce him at no distant day, to return to his old home and friends, and that he may be returned to his old position at a more remunerative salary.—*Exchange.*

PROF. W. L. O'CONNOR.—The Ripon *Commonwealth* contains the following notice of our former fellow student, Prof. W. L. O'CONNOR, who is as faithful and successful in teaching as he was in studying, years ago at the University of Wisconsin:

And then comes the question, who is the proper person for Superintendent of Schools of this district? The district is overwhelmingly Republican, and the Republicans should therefore nominate the right man. We don't know whether W. L. O'Connor, of Rosendale would accept the position, but we are satisfied that he would make an unusually efficient Superintendent of Schools. As principal of the high school of this city, he has shown an unusual adaptation to the work, and is a popular teacher. He has a thorough, practical knowledge of teaching, a fine education and pleasant manner. He has made popular education his work and study, and is as well qualified for the position as any man in the district. We are satisfied he would take great pride, if elected to the office, in making the schools under his charge as efficient as any public schools in the State. If he will accept the position we should like to see Mr. O'Connor nominated.

HOSEA BARNES, the efficient School Superintendent of Kenosha county, has been elected Principal of the 5th ward Public School of Racine. The well wishes of a host of friends go with him in his new position.

W. D. PARKER declines Racine and remains at Janesville.

B. M. REYNOLDS continues at his old post in Madison.

GENERAL.

THE UNIVERSITY OF VERMONT has decided to admit women to its instructions.

TWENTY-FOUR graduates of Brown University have died since commencement, 1870.

PROF. HUXLEY will deliver a course of lectures in this country the present autumn.

MISS ELLA CASSADAY, of Madison county, Iowa, is a candidate for County Superintendent.

THERE are 368 Collegiate institutions in the United States, eighteen being in New England.

DR. J. C. WELLING accepts the Presidency of Columbia College, in place of Dr. G. W. Samson, resigned.

AMHERST COLLEGE has reached its fiftieth year. The first class graduated consisted of three; the last sixty-five. The whole number is over two thousand.

OF the 35,000 graduates that have been sent out by an American College, nearly 200 have been Governors, 500 Representatives in Congress, 130 Senators, and nearly 400 Judges of Supreme Courts.

THE CHICAGO BOARD OF EDUCATION has resolved by a vote of twelve to two, to pay women teachers of grammar schools the same wages paid to men principals. This is just; but somewhat tardy action on the subject. Women who possess the qualifications and perform the same labor of men should receive the same compensation.—*State Journal.*

AN EASTERN PAPER tells the following story of Dr. Angell, the new President of Michigan University. He is not a clergyman, but he gives each graduating class a "baccalaureate." When he was first invited to deliver the baccalaureate discourse, he thought it would hardly be considered decorous for a layman to undertake what had usually been performed by a clergyman. The matter was referred to an old minister of the Congregational Church, who settled it in a very sensible way. "I see no reason," said he, "why President Angell should not as properly illustrate moral and religious truths with a text, as many ministers, who, with a text, have no particular truth to communicate." So the President was encouraged to go on, and with such marked frankness and ability as to make "the baccalaureate" the great event of commencement week.

EDUCATION AT THE SOUTH.—Among those institutions that are effectively solving the great question of reconstruction, Berea College, in Madison county, Kentucky, deserves honorable mention. It was founded several years before the war by a colony from Ohio. Soon after the execution of John Brown, it was broken up by a County "Committee" of armed men. When it was reopened, after the war, its students were all white, and when colored youth were admitted half the white students left in a body. But in the course of time they all returned, and now the school numbers three hundred pupils a year, two-fifths white and three-fifths colored. The ideas of the college have so far triumphed in that neighborhood that President Fairchild says within eight days three Democratic orators, in the village grove at Berea, declared for universal freedom, universal education, universal suffrage and equality before the law.

At Maryville, Tennessee, there is a Presbyterian College that has taken the same position, and has a dozen colored students in its classes. Mr. William Thaw of Pittsburgh, has given $4,000 to that institution, solely on account of its purpose to admit colored as well as white students.

Of schools designed specifically for the education of colored persons, to raise up qualified teachers, physicians, lawyers and pastors, for those who are now citizens and voters, we may name as among the foremost, Howard University at Washington, D. C., Fiske University at Nashville, Tennessee, Atlanta University, Georgia, and Straight University at New Orleans, where Rev. J. W. Healy, D. D., formerly of Milwaukee, efficiently presides.

The Legislature of Georgia last year appropriated $8,000 to the Atlanta University, and appointed a committee to visit it, whose report was highly favorable.

MISSISSIPPI.—We have a Catalogue—the first, we believe, of the "Mississippi State Normal"—a school established by the State for the purpose of training teachers. It is under S. W. Garman, as Principal, assisted by Miss M. E. Hunter, and has gathered fifty students. The course of study, we observe, reaches over about the same ground as that of our Normal Schools, but begins lower down, and occupies four years. We shall note with much interest the progress of such efforts in the Southern States.

Literary Miscellany.

THE MOON AND THE SUN.—In an account which Dr. Scoresby has given of some recent observations made with the Earl of Ross' telescopes, he says: With respect to the moon, every object on its surface of one hundred feet in height was now distinctly to be seen, and we had no doubt that, under favorable circumstances, it would be so with objects sixty feet in height. On its surface were craters of extinct volcanoes, rocks, and masses of stones almost innumerable. He had no doubt that if such a building as he was then in were upon the surface of the moon, it would be rendered distinctly visible by these instruments. But there are no signs of habitations such as ours; no vestige of architectural remains to show that the moon is inhabited by a race of mortals similar to ourselves. It presents no appearance which could lead to the supposition that it contained green fields and lovely verdure like the beautiful world of ours. There was no water visible,—not a sea or even the measure of a reservoir for supplying town or factory. All seemed desolate.

Sir David Brewster makes the following remarks relative to the sun: So strong has been the belief that the sun cannot be a habitable world, that a scientific gentleman was pronounced by his medical attendant insane because he had sent a paper to the Royal Society, in which he maintained that the light of the sun proceeded from a dense and universal aura, which may afford ample light to the inhabitants beneath, and yet be at such a distance aloft as not to be among them; that there may be water and dry land there, hills and dales, rain and fair weather, and that as the light and the seasons must be eternal, the sun may easily be conceived to be by far thy most blissful habitation of the whole system. In less than ten years after this apparently extravagant notion was considered as a proof of insanity, it was maintained by Sir Wiliam Herchel as a rational and probable opinion, which might be deducible from his own observations on the structure of the sun.

HASTE AND HEALTH.—It is not at all wholesome to be in a hurry. Locomotives have been reported to have moved a mile in a minute for a short distance. But locomotives have often come to grief by such great rapidity. Multitudes in their haste to get rich are ruined every year. The men who do things maturely, slowly, deliberately, are the men who oftenest succeed in life. People who are habitually in a hurry generally have to do things twice over. The tortoise beat the hare at last. Slow men seldom knock their brains out against a post. Foot-races are injurious to health, as are all forms of competitive exercises; steady labor in the field is the best gymnasium in the world. Either labor or exercise carried to exhaustion or prostration, or even to great tiredness, expressed by "fagged out," always does more harm than the previous exercise has done good. All running up stairs, running to catch up with a vehicle or cars, are extremely injurious to every age, and sex and condition of life. It ought to be the most pressing necessity which should induce a person over fifty to run twenty yards. Those live longest who are deliberate, whose actions are measured, who never embarked in any enterprise without "sleeping over it," and who perform all the every day acts with calmness. Quakers are a proverbially calm, quiet people, and Quakers are a thrifty folk, the world over.—*Dr. Hall.*

MOTION.—Men who have half a dozen irens in the fire are not the ones to go crazy. It is the man of voluntary or compelled leisure, who mopes and pines and thinks himself into the mad house or the grave. Motion is all nature's law. Action is man's salvation, physical and mental, and yet nine out of ten are wistfully looking forward to the coveted hour when they shall have leisure to do nothing—the very siren that has lured to death many a "successful" man. He only is truly wise who lays himself out to work till life's latest hour, and that is the man who will live the longest, and will live to most purpose.

MARRIED LIFE.—There comes a time after marriage when a husband, if he be anything of a man, has something else to do than make direct love to his wife. He can not be on duty at all hours to fan her, and shawl her, and admire her. His love must express itself through other channels. He must be a full man for her sake, and, as a man, must go forth to a whole world of interests that takes him from her. Now what in this case shall a woman do, whose only life lies in petting and adoration and display.—*Old and New.*

It is astonishing to know the aggregate of little savings after a few years of accumulation. The following valuable table is commended to the attention of those who save their money instead of squandering it. How many of our young readers will try the experiment?

A TABLE OF DAILY SAVINGS AT COMPOUND INTEREST.

Cents a Day.	*Per Year.*	*In Ten years.*	*Fifty Years.*
2¾	$10 00	$130	$2,900
5½	20 00	260	5,800
11	40 00	520	11,600
27½	100 00	1,300	29,000
55	200 00	2,600	58,000
$1 10	400 00	5,200	116,000
1 37	500 00	6,500	145,000

SOME ARTISTS' BLUNDERS.—Tintoretta, an Italian painter, in a picture of the children of Israel gathering manna, has taken the precaution to arm them with the modern invention of guns. Cigoll painted the aged Simeon at the circumcision of the infant Savior; and, as aged men in these days wear spectacles, the artist has shown his sagacity by placing them on Simeon's nose. In a picture by Verrio of Christ healing the sick, the lookers-on are represented standing with periwigs on their heads. To match, or rather to exceed this ludicrous representation, Durer has painted the expulsion of Adam and Eve from the Garden of Eden by an angel in a dress fashionably trimmed with flounces. The same painter, in his scene of Peter Denying Christ, represents a Roman Soldier very comfortaby smoking a pipe of tobacco. A Dutch painter, in a picture of the wise men worshipping the Holy Child, has drawn one of them in a large white surplice and in boots and spurs, and he is in the act of presenting to the Child a model of a Dutch man-of war. In a Dutch picture of Abraham offering up his son, instead of the patriarch's "stretching forth his hand and taking the knife," as the Scriptures inform us, he is represented as using a more effectual and modern instrument; he is holding to Isaac's head a *blunderbuss*. Berlin represents in a picture the Virgin and Child listening to a violin; and in another picture he has drawn King David playing the harp at the marriage of Christ with St. Catharine. A French artist has drawn with true French taste the Lord's Supper, with the table ornamented with tumblers filled with cigar lighters; and, as if to crown the list of these absurd and ludicrous anachronisms, the Garden of Eden has been drawn with Adam and Eve in all their primeval simplicity and virtue ,while near them, in full costume, is seen a hunter with a gun, shooting ducks.

PATHS FOR THE LIGHTNING.—The facilities for telegraphing at the command of the general public in Great Britain have been very much increased since the government took possession of the telegraph lines. The two thousand telegraph offices which formerly existed have been increased to four thousand. while at the same time the cost of messages has been reduced from the old tariff, ranging from 1s. 6d. to 1s. The postal offices are open on the average twelve to fourteen hours a day. The central station, with its 365 instruments, and twice that number of clerks, as well as 200 messengers, aided by a score of pneumatic tubes, is open day and night from one week's end to another. Seven offices in London, and some forty or fifty stations in the country, are similarly open without intermiscion. That the new system has really been a very great boon to the public may be gathered from the fact that from twenty to forty per cent. of the telegrams are given in at the offices which have been opened for this purpose by the postoffice in places previously unprovided with accommodation.

There are 450,000 miles of telegraph wire in Europe, 180.000 in America, 14,000 in India, and 10,000 in Australia. There are in addition 30,000 miles of submarine cable, and yet telegraphic extension throughout the world is going on at the rate of 100,000 miles of wire per annum.

SCHOOL BOOKS VERY CHEAP.

A party recently engaged in teaching, has the following Text-Books to dispose of, *on very moderate terms:*

Robinson's Prog. Ment. Arithmetic	50	Wayland's Political Economy	15
Kerl's Common School Grammar	85	Loomis' Philosophy	10
McNally's Geography	25	Loomis' Algebra	10
Monteith & McNally's Phys. and Int. Geog.	25	Youman's Chemistry	10
Warren's Physical Geography (new ed,)	45	Day's Rhetoric	20
Jarvis' Physiology	25	Haven's Moral Philosophy	5
Hillard's Sixth Reader	44	Whateley's Logic	2

Inquire of J. B. PRADT, Assistant State Superintendent, *Madison.*

Odds and Ends.

It is said that Phil Sheridan was made an LL. D. on account of his knowledge of cannon law.

Dean Swift once preached to an audience of tailors from the text, "A remnant shall be saved."

A youngster of literary tastes lately described Darwin as the one who believed we degenerated from a monkey.

An unpoetical youth described his fiance's hair as frizzled in front, and fricasseed and scrambled at the back.

Clara B., aged six, goes to school and studies arithmetic. She came home the other night and said she had "got almost to the *leavings*," meaning subtraction.

A teacher catechising his scholars put the question: "What is made to give light to the world?" "Matches!" cried one of the youngsters, after a short pause

A fellow was told that three yards of cloth, by getting wet, would shrink a quarter of a yard. "Well, then," he inquired, "if you should wet a quarter of a yard, would there be any left?"

A Wisconsin school-boy having very good-naturedly helped another in a difficult lesson, was angrily questioned by the teacher: "Why did you work his lesson?" "To lessen his work," replied the youngster.

"You have considerable floating population in this village, havn't you?" asked a stranger of one of the citizens of a village on the Mississippi. "Well, yes, rather," was the reply; "about half the year the water is up to the second story window."

"What are you about, my dear?" said his grandmother to a little boy, who was idling about the room and casting furtive glances at a gentleman who was paying a visit. "I am trying, grandma, to steal papa's hat out of the room without letting the gentleman see it, for papa wants him to think he's out."

Rev. Dr. West of New Bedford, once heard that his choir would refuse to sing on the next Sunday. When the day came he gave out the hymn: "Come, ye who love the Lord." After reading it through, he looked up very emphatically at the choir, and said: "Let those refuse to sing who never knew our God."

A Little Mixed.—A fond father, blessed with eleven children, recently, business being dull, took the early train out to his happy home and went up stairs to put the children to bed. Being missed from the smoking-room, his wife went up stairs to see what was going on. Upon opening the door, she exclaimed: "Why, dear, what for mercy's sake are you doing?" "Why," says he, "wifey, I am putting the children to bed, and having them say their little prayers." "Yes," says wifey, "but this is not one of ours." Sure enough, he had got one of the neighbor's children all undressed, and he had to redress it and send it home. After that he called the roll every night and morning.

New Publications.

BOOKS.

Lessons in Language: An introduction to the study of English Grammar. By Hiram Hadley. Chicago: Hadley Brothers.

This little book of 138 pages 12 mo. strikes a promising vein. Children under fourteen are generally incapable of studying grammar theoretically to much advantage, but they may and should acquire "the *art* of speaking the English language correctly" at a much earlier period; at least far more correctly than most adults do it. Mr. Hadley's book proposes to help them in doing this, and from an examination of its plan and execution, we believe it will be very successful in its aim, in the hands of competent teachers. As an old practical teacher, the author goes upon the idea that language is to be learned at first by synthesis and not by analysis. This is a conviction we have long entertained, and we hail with delight all attempts to substitute this method for the abortive one in common use.

A CONDENSED SCHOOL HISTORY OF THE UNITED STATES. By WM. SWINTON, A. M., Professor of History in the University of California, etc. New York: Ivison, Blakeman, Taylor & Co., 1871.

This little volume of 325 pages seems to us well-adapted to its purpose, so far as a text-book is needed. History should be taught, if the teacher is capable of it, more by oral lecture than recitation from a book. But this manual will answer all the purposes of a text-book, especially if the teacher can supplement it by vivid narative from his own lips. It wisely avoids rhetorical flourish, and presents the salient points, so as to be readily seen and appreciated. After treating upon the subjects of Discovery, the Colonial Period and the Revolution, it takes up our Political History from the administration of Washington to the War of Secession. It then discusses the History of the States of the Mississippi Valley and of the Pacific Coast, and concludes with a survey of the progress of the country generally. The author discards the old and arbitrary plan of discussing every thing by "administrations," judging that presidents do not control the events of history but that events make and control them.

A SCHOOL HISTORY OF THE UNITED STATES. By DAVID B. SCOTT. New York, Harper & Bro.

Professor ALLEN, of our State University, who has made the examination of text books in United States History something of a speciality, says of Mr. SCOTT'S, "it is the only one which has really and unequivocally good arrangement; and this merit is so great that it would counterbalance more defects than it has. The style is not equal to Quackenbos', nor the illustrations to Lossing's; but in these points, too, it will compare with any of the others. Take it all in all, it possess a combination of more merits, with fewer defects, than any its rivals." When the Professor wrote this, Swinton's new work, noticed above, was not out. We hope the professor will bring it to the test of his theory.

THE NEW AMERICAN READERS; First, Second and Third. By EPES SARGENT and AMASA MAY. Philadelphia: E. H. Butler & Co., 1871.

It is evident at a glance that these are beautiful books—inside and out—in paper, print, binding and illustrations. The first reader is equivalent to the "Primmer," and the Second and Third to the First and Second, of some series. The matter is new and fresh, and the engravings from original and beautiful designs. The lessons appear to be well graded and judicious, and when it is added that the books are well made and offered very low, the conditions of success seem to be stated. We are quite sure they will be hailed with delight by the children. The higher books of the series we suppose will soon appear, and we are glad no more than five in all, are announced. Both of the authors are favorably known; the former as the compiler of "Sargent's Standard Readers;" the latter as joint author—if we recollect right—with Prof. F. C. Allen, of Pennsylvania, of a Primary Geography.

SYNCHRONOLOGY OF THE PRINCIPAL EVENTS in Sacred and Profane History, from the Creation of Man to the Present Time; Boston: S. Hawes, Author and Publisher. Price $2.50.

This elaborate and painstaking compilation is not merely an ordinary Chronological Index, but, as its title says in one word, a Synchronology. By means of a ingenious colored chart, exhibiting the onward flow of time, and the rise, duration and extinction of States, of chronological index tables of rulers, a biographical index and an index of battles, in addition to the main table of chronology, which fills the body of the book and is appropriately divided into periods, the author presents in one comprehensive view, the whole panorama and succession of human history. It is not all a substitute for history, but an important and needful aid to its intelligent study. The work appears to be well and thoroughly done, and to be based on the best standard authorities, including Hayden's Dictionary of Dates. It differs from any book heretofore published and seems to be well fitted to accomplish its purpose as an aid to exact and comprehensive historical research.

It is sold by subscription only. Canvassing agents are wanted, who may address the author at 181, Dearborn Street, Chicago.

PARLEY'S PICTORIAL COMMON SCHOOL HISTORY OF THE WORLD. Philadelphia: E. H. Butler & Co.

Goodrich's (Peter Parley's) Histories are too well known to need special mention; but judging from the delight and interest with which a girl of twelve took up and read this book, under our observation, we should say that it will always prove a favorite text-book on the subject, with a teacher who has himself any enthusiasm.

FOUR YEARS AT YALE.—Moseley Bros. have laid upon our table "Four Years at Yale," just published by C. C. Chatfield & Co., New Haven. The author is a graduate of '69, that is all *we* know about him personally, others know who he is. Whoever he may be he has written a most attractive book, which will be read with interest, not only by Yale men, who are numbered by thousands, but by college graduates and students all over the land. A full history of Yale College is given, including the history of its College Societies with their institutions, elections, coalitions, etc., the different phases of student life in the different college classes, with their hazings, pow-wows, Euclid burnings, regattas, spoon presentations, college magazines, class ivies, etc., and a comprehensive account of the official curriculum with its studies, marks, honors, manners and shows. The book must make a great sensation. Sold by Moseley & Brothers, Madison, Wis. Published by C. C. Chatfield & Co., New Haven, Conn. Price $2.50.

THE PESTALOZZIAN MUSIC TEACHER. By LOWELL MASON, Doc. Mus., and THOS. F. SEWARD, Prof. of Music. New York: C. H. Ditson & Co.; Boston: Oliver Ditson & Co.

The merits of this book are: first, that it is the most complete and philosophical manual for teaching the elements of music to be found. Second, that its methods are applicable to other subjects. To make the book doubly useful, there have been added to it by J. W. DICKINSON, the accomplished Principal of the Normal School at Westfield, Mass., illustrative lessons, in the Pestalozzian method, on form, numbers, language, arithmetic, grammar and other topics. We do not know of any book so likely to be useful to a teacher who has some musical taste and skill.

WHITE'S SCHOOL RECORDS. Cincinnati: Wilson, Hinkle & Co.

We have before us the "Teacher's Class Record" and the "Pupil's Daily Record," both very neatly got up, and conveniently arranged. These Records have been prepared by Hon. E. E. WHITE, editor of the "Ohio Educational Monthly," and late State Commissioner of Schools. His reputation as an educator, author and school officer, is a sufficient guaranty for anything from his pen.

PERIODICALS.

ECLECTIC MAGAZINE.—The number for September is just out, and presents us with a very striking portrait of Max Müller, the distinguished linguist and scholar. The table of contents this month is unusually interesting, and includes, "Charles Dickens, a most valuable and suggestive essay; A History of the Commune of Paris; The Tasmanian Devil; Two Nights in a French Prison During the Civil War; The Literary Life; Michael Angelo and His Art; Marat and Charlotte Corday; The Planet of Love; Teeth; a continuation of Patty; a capital short story called Under the Mountain; and the usual copious editorial miscellany. Published by E. R. Pelton, 108 Fulton street, New York. Price $5.00 per year; Two copies $9; single numbers 45 cents.

THE ATLANTIC for September is a very readable and entertaining number. The contents are: "Twin-Love; Learning; The Field and the Garden; American Life in France; In the Lane; Kate Beaumont; Twenty Dollars; The Flowering of a Nation; Foreshadows; Watch and Ward; Encyclicals of a Traveler; Their Wedding Journey; A Greyport Legend; Our Whispering Gallery; The Romance of Madron's Hollow; and the notices of recent Literature. Terms $4.00 per annum; single copies 35 cents. Address James R. Osgood, Boston.

SCRIBNER'S for September opens with an illustrated article, Pictures from Canada, which describes the French Canadians. The other illustrated articles are, Mountain Views and Adventures; Scenes from the Marble Faun; and A new Study of an Old Force. The Number contains the usual variety of short stories, essays and poetry. The Departments of Topics of the Time; The Old Cabinet; Home and Society; and Culture and Progress at Home and Abroad, are well filled and interesting. Terms $3.00 a year. Address Scribner & Co., 654 Broadway, New York.

THE JOURNAL OF SPECULATIVE PHILOSOPHY for July contains the following articles: Thoughts on Philosophy and its Method; New System of Nature, by Leibnitz; Gœthe's Story of the Snake; Fichte's Facts of Consciousness; Restoration of the Venus of Melos; Introduction to Hegel's Encyclopædia; Hegel on Aristotle's Philosophy of Nature; Philosophy in Europe. It is full of interest to minds of a philosophical cast. This journal is a credit to the scholarship and erudition of the United States. Published by Wm. T. Harris, editor: Box 2398, St. Louis, Mo.

LIPPINCOTT'S MAGAZINE for September contains the opening chapters of a superbly illustrated work, entitled "Scrambles among the Alps in the Years 1860–69," by Edward Whymper, whose reputation both as an artist and a climber entitles him at once to the respect of the critic and the adventurer. The other articles are—"Shall we throw Physic to the Dogs?" by E. P. Buffett, M. D.; "Not Pretty, but Precious." A story, part II, by Margaret Field; "Leonard Grimlaw's Shadow," a Poem in in the dialect of the Negroes of eastern Virginia, by Thomas Dunn English; "The City of Monuments"—First Paper, by J. W. Palmer; "Sonnet," by Paul H. Hayne; "A Stained Web," a Story, by Lucy Hamilton Hooper; "Clytie Listening," a Poem, by Howard Glyndon; "Wild Ireland; or, Recollections of Some Days and Nights with Father Michael," part VI, by E. Donbavand; "At Sea in a Sail-Boat," by Charles L. Norton; "Insect Locomotion," by Caroline A. Burgin; "Our Monthly Gossip," containing a variety of attractive papers on topics of interest; "Literature of the Day;" "Serial Supplement, 'Rookstone,'" part VII, by Katharine S. Macquoid. Terms—Yearly subscription, $4. Single number 35 cents. Specimen number, mailed, postage paid, to any address on receipt of 25 cents. J. B. Lippincott & Co., Publishers, 715 and 717 Market Street, Philadelphia.

GOOD HEALTH, for August. This magazine occupies an important field long vacant. Its Publishers have no hobby of their own, patent medicine, or system of quackery to present, and it is not made the medium for offensive or improper advertisements. Its aim is to present an instructive, useful and readable journal, and its writers are among the first medical and scientific men of the day. Its articles are written in a pleasing and interesting style, combining entertainment with instruction, and it contains in each number hints applicable to all and worth to any one, a year's subscription. Published monthly, at $2.00 a year. Address Alexander Moore, Publisher Boston, Mass.

BACK NUMBERS WANTED.

Any of our friends having copies of the first five numbers of the *Journal* (January to May), which they do not care to keep, will confer a favor by sending them to this office.

THE CONSTITUTION READY.

Copies of the book prepared by the State Superintendent on the "Constitution of the United States and of the State of Wisconsin, for the use of Schools," may be obtained by teachers and others, on the following terms: Single copies, sent pre-paid, by mail, for 50 cents. Per dozen, by express not paid, $5.00. Money to be sent in advance. Address: ATWOOD & CULVER, Madison, Wisconsin.

A CORRECTION.—Mr. T. Hawe's, agent for Higgins' Bent Wood Portable School Furniture, should be addressed at 181, Dearborn Street, Chicago, and not 118, as misprinted in the Supplementary Number for June.

TOWNSEND'S PATENT FOLDING GLOBE.—We have noticed this ingenous little thing before. Suffice it to say, it answers a good purpose, and is cheap and convenient; shuts up, when not in use, is put in a case and can be laid away. A "copy" has been left on our table by Prof. C. H. ALLEN.

ESTELL'S PROGRAMME CLOCK, FOR SCHOOLS.

A superior EIGHT-DAY CLOCK, and REGULATOR; easily set to strike ANY PROGRAMME of exercises, no matter how irregular the spaces of time; does not require changing oftener than the programme is changed; has a large dial; gives a single, clear stroke, like a call-bell; has been thoroughly tested; its simplicity and perfection the admiration of everybody. AN EXCELLENT TIME-PIECE AND A FAITHFUL MONITOR. THE MOST USEFUL INVENTION OF THE AGE. WARRANTED in every respect.

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SWINTON'S CONDENSED.

A

CONDENSED SCHOOL HISTORY

OF THE

UNITED STATES:

Constructed for definite results in recitation, and containg a new method of topical reviews. Fully illustrated with maps, protraits, and new and beautiful designs. By WM. SWINTON, A. M., Professor of History in the University of California; author of "*Campaigns of the Army of the Potomac*," "*Decisive Battles of the War*," &c. 300 pages, printed on fine paper in elegent style, and substantially bound.

COPIES furnished by mail to teachers who may wish to examine it, with a view to introduction, on receipts of 75 cents.

This condensed manual has been prepared in order to meet the views of that large and increasing class of teachers, and more especially the teachers in our Common Schools, who are aiming at definite results in this study. It is not a mere picture-book or story book—though it is very fully illustrated with protraits, maps, and other engravings, all of which are executed in the best style. It aims at something which, if not higher, is at least *different*. It is designed a a working book, and hence discards both the high-flown narrative style and the meaningless details of the majority of school histories. The text derives its interest from the lucid presentation of the subject-matter—in itself deeply interesting. The technical points and superiority of this word will evident to all practical teachers. Some of these points are:

1. A plan of clear and concise paragraphing, by which the *gist* of each paragraph is readily apprehended by the pupil.

2. A total, and it is hoped welcome absence of involved, inverted, or in anywise rhetorical sentences, and the use, in lieu thereof, of the direct, concise, and *recitable* construction.

3 A new method of Topical Reviews. On this point—perhaps the leading point of novelty in the book—the teacher is referred to an examination of the Reviews themselves. The difference between the present and old method of reviewing—which does no more than print a string of review and questions, referring to preceding pages for the piecemeal answers—must be obvious. There can be few judicious teachers who have not discovered that pupils, in order to have a really *available* knowledge of the crowded facts of history, require that these facts should be grouped and reiterated and turned over in a variety of ways. To accomplish this end, thus imparting a *comprehensive* knowledge of events and the *connections* of events, is the purpose of the novel method of reviewing adapted in this manual.

4. The separation of the history of the Western Mississippi Valley, and the Pacific States from its entanglement in the history of the Administrations. The history of these great States thus receive a degree of attention that is at least more nearly adequate than heretofore.

5. The separation of the leading facts of the American Progres from their entanglement in the history of the Adminstration, and their presentation in a section oy themselves.

6. A tone of treatment free from partisan bias of sectionalism, politics or religion—a tone of treatment as completely as possible *American*.

The *New York Times*, in announcing the forthcoming publication of this work, in its issue of June 17th, 1871, said:

"Advance sheets of SWINTON'S Condensed History have for some time been in the hands of leading educational men of this city, and we but express their unanimous opinion when we say that this manual marks an era in school histories. Mr. SWINTON'S talent as a writer of history is pretty well-known to the readers of this journal, with which he was many years associated, while through his "Army of the Potomac" and "Decisive Battles" it is equally well—known to the country at large. The "Condensed" contains many technical points of novelty and superiority, which teachers will readily appreciate. It is clear in its style, sensible in its tone, and impartial and catholic in its spirit. It will be extensively used in this city, and has been adopted by the State Educational Boards of several of the States. The palpable merits of the book will be its own sufficient introduction."

The Hon. JOHN SWETT, Dep. Supt of Common Schools of California, after examining the sheets, gave the following enthusiastic praise of the work:

"Allow me to congratualate you on the superlative excellence of SWINTON'S *Condensed History*. Words cannot express the delight with which I have read the pages of proof. It cannot fail to be a great success.

The "Condensed School History" has already been adopted for exclusive use of the schools of California, and is under the favorable consideration of the several State and local boards. We shall be pleased to offer very favorable terms for supplies for introduction.

IVISON, BLAKEMAN, TAYLOR & CO.,
138 & 140 Grand Street, New York.
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WISCONSIN

JOURNAL OF EDUCATION.

Vol. I. October, 1871. No. 10.

WHAT SHALL WE DO WITH OUR PRIMARY SCHOOLS?

BY M. ELIZABETH SIMMONS, LATE OF THE OSWEGO TRAINING SCHOOL.

(Prepared to be Read at the late State Teachers' Association, held at Madison.)

The fact that the subject of primary schools is certain to engage the attention of every assemblage of teachers is one of the surest indications of educational progress. It shows a growing clearness of perception of the object which the state has in establishing schools, and the relation of the primary school to the entire system.

To make good citizens is the direct aim of the state. This implies that every individual be possessed of sufficient intelligence and skill to provide for the natural wants of himself and those directly dependent upon him, and also sufficient perception of moral truth and training in moral courses of action to fit him for the civil and social duties of life. More than this is desirable. Advance in civilization demands men and women with acumen to perceive opportunities for progress, and power to evolve from those opportunities positive results. To increase the supply in this direction is the great problem. Underlying this development of man in his social relations is his development as a unit of humanity—a spirit yearning and active, possessing definite relations to the whole universe. To secure the results here indicated is the object of the state. The only question is, where and how to direct our efforts.

WHERE DIRECT EFFORT?—The average age of pupils in the graded schools of our large cities and manufacturing towns is from ten to eleven years, but in some of the more quiet inland towns an average of twelve years is attained. Until this age, taking the periods of mental growth as the basis of our division, pupils do not usually pass beyond the primary or perceptive grade. Indeed less than half the names entered upon the registers of the primary school appear on the rolls of the higher grades. The schools in the rural districts are all, in thei main scope, primary, although we find something of the grammar school element. According to the apportionment of state funds in

New York, these rural schools receive three-fifths of the entire amount. Adding to this one-half of the remaining two-fifths, as the share of the primary graded schools, we have nearly four-fifths of the state educational fund devoted to the elementary schools. We have, then, to meet the American question, "Does it pay?" together with the fact that if we reach the masses of the people we must do it through our primary departments.

How Direct Effort?—But besides the question, "Where shall our efforts be expended?" we have to meet the equally important one, "How shall they be directed?"

In answering this, we must consider the nature of the material to be wrought. Its properties and adaptations must be carefully studied. Having learned the fitness of the material and determined to what uses to appropriate it, we are prepared to investigate processes and means of rendering this material available.

Character of Material.—Let us enter the school room. A troop of children greet us. Some faces glow with health and give evidence of judicious home-training; others as surely reveal a heritage of nervous weakness, or both physical and mental torpidity and a total absence of home-culture; in many cases there has even been positive training in vicious courses. Yet each has a germ, which with appropriate nurture and pruning, may develop into a plant of use and beauty. Activity, motion, change is here as elsewhere, the law of life. The living mechanism which is the instrument of the tireless spirit, constantly demands nutrition and a proper exercise of all its parts, while all along the electric wires thus furnished, truth is flashed to the soul in her secret citadel. In the exercise of his six senses the child experiences keen delight and lays the foundation of all external knowledge. He also demands language for the expression of these ideas and uses these same terms figuratively to express abstract truths and spiritual experiences.

Laws to be Observed in Training the Child.—Such being the material and such its properties, the wise workman will observe the natural laws thus revealed. He will take the child as he enters school and pursue with system the same methods that have been successful in his more spontaneous development. The material activity of the child will be directed into channels fitted for its exercise. Curiosity, love of novelty, love of the beautiful, and other instincts impel him onward. The child picks up a pebble of the street, a forest leaf, or some of the varied products of human industry and skill; he looks at it, feels of it, balances it on his fingers, smells and tastes of it, and puts it to his ear, thus *perceiving* its physical properties. The results of this process he

remembers, or combining certain features of several perceptions, forms an imaginary picture. The higher process of reasoning is then called into exercise. Thus all of the faculties of the child are brought into play in their natural order, and he experiences a real process of education.

MEANS OF EDUCATION, AND METHOD OF ADAPTING MEANS TO THE END SOUGHT.—But besides the child who is the subject of the educating forces we must consider the food by which his spirit is nourished and the means by which that food is converted into the living fabric. Recognizing the fact in the physical world that for immature life a different form of nutriment is prepared from that which is demanded in adult years, we are ready to trace the analogy in the spiritual world. The keynote, the fundamental truths, must be sought. Every science has its beginnings—its center around which all its parts gravitate, from which radii extend to its utmost bounds. The untiring research is for first principles. But grand as is the sublime law of gravitation discovered by Newton there is no man who will assert that it is the ultimate analysis of force. Finding, then, that in this direction the beginnings of science are hidden, realizing that our only hope of attaining them lies in the exercise of our powers of observation, and from their carefully collected results forming higher and higher generalizations, we are forced to conclude that the beginnings of science with man are the first natural steps in the process of investigation. For this work we have already seen the child by his natural constitution is prepared. All that is necessary is that the teacher present occasions to the eager, restless eyes, ears and hands. But she must be prepared to lead truly in the path of nature. She must begin at the real beginnings and reduce every subject to its elements. But one difficulty must be presented at a time, and these so adjusted that in proceeding step by step the child will always pass from the simple to the more difficult, from the concrete to the abstract.

CULTURE OF LANGUAGE AN IMPORTANT OBJECT.—*After* the child has clearly gained the idea, give him the language in which to clothe it, and words become to him priceless treasures. The disgust and weariness with which he rightly recoils from them when given to him as meaningless combinations of twenty-six unmeaning characters, never appears. Let him learn not only the application and meaning of these words, but also their phonic elements and their written and printed forms, and at the rate of one new word a day during the first year of school-life, two a day during the second year, three the third, and so on—in four years he will have mastered two thousand words, in five years three thousand, and these with the original stock which he had

when he entered school, will form a vocabulary as copious as we often use in the ordinary vocations of life. We will no longer be guilty of the outrage upon the laws of nature and the inhumanity to the child of requiring him to commit for the recitation lists of from five to twenty unassociated words (some of them not even found in the unabridged dictionaries), for we will remember that memory without association is a special talent not possessed by one in a million, and that even with many and the most powerful associations it is never one of the first faculties to come to maturity.

Desirable Employments for the School-Room.—Neither will we have to resort to this to keep the child out of mischief. The practicable and delightful employments of the school-room press so closely upon our attention that we are forced to exclude many which we would gladly admit. Lessons in number in the concrete and the result of the child's discovery lay a sure foundation for Arithmetic and the higher mathematics. Lessons on plants, animals, minerals, qualities of objects and manufactures, lead directly to Botany, Zoology, Mineralogy, and some of the truths of Natural Philosophy and Chemistry. Lessons in size and position of objects introduce us to Geography, a subject to which recent investigations and the philosophic deductions of Humboldt, Ritter, Guyot, and many others, have lent a wonderful fascination. Other subjects have for their chief aim the cultivation of special mental faculties, or the development of taste and the moral nature.

Kind of Power thus Developed.—This practice of reading at first hand from the volume of nature develops a widely different power from that gained by the results of other's investigations and tracing back the proofs. The former tends to produce directive power; the latter to promote mechanical imitation. The development of this directive intelligence is the great demand of the age. We want men of creative genius—those who, instead of transforming their vitality into muscle-power, will exercise it as man's prerogative of progressive mental-power, and unfold the vast stores of mechanical force in the mineral and organic worlds. Who can conceive the rapidity of advance in science and art when all our John Chinamen, Patricks and Sambos, are changed into independent producers? The Superintendent of one of our largest systems of schools suggests that to effect this end we endeavor to promote a longer attendance of each child in school. Doubtless this is desirable, but it can only be gained by a fuller appreciation of the advantages derived from schools. To attain this the surest way is to increase the efficiency of the lower grades. Indeed, this is the only way of securing immediate results. We must

take the masses when and where we can find them. "If the mountain will not come to Mahomet, Mahomet must go the mountain;" and this course is already yielding practical fruits.

PRACTICAL PROOFS.—The child of eight years cited by Miss Peabody as having gone over Dr. Hill's "Geometry for Beginners," with practical provings, in two months, and invented a self-moving doll's carriage that would give a doll a ride of twelve feet, is not a solitary example. The increased attention given in our elementary schools to form and drawing, especially inventive drawing, is already appearing in the practical arts of designing and architecture. In many of our primary schools we find children whose real and practical knowledge of zoology and botany is far superior to that of nine-tenths of the teachers in the land.

VALUE OF THIS COURSE TO THE MASSES.—But I hear some ask, "Why take the time of the children in the primary schools for those subjects?" To this question we have already given a practical answer. We have seen that if we teach them at all to the masses we must teach them there—and why are they not as valuable to the masses as to the few? Which is the more desirable for a child who can spend only three or four years in school, to acquire a little more reading, writing and arithmetic (which we grant now for the sake of the argument), or a clear idea of the elements and methods of investigation of the principal branches of science and art, with a correct use of his mother tongue, and the mental training gained in the process, and a few pages less of advancement in the text-book? Which best fits him for the practical duties and purest enjoyments of life? For the sake of the argument we admitted that the three R's might receive less attention when the curriculum of the primary school was extended, but practically this is not true. Such a course of training as we have indicated, when properly conducted, gives constant exercise in reading and writing, and with such pleasing variety as to greatly facilitate progress.

VALUE OF THIS COURSE TO THOSE WHO TAKE A HIGHER COURSE OF STUDY.—There is still a class who will not deny the advantage of such a course to those who leave school at the ages we have specified, but who claim that for children who can remain in school and pursue these subjects in the higher grades, it is a waste of time and power. To these, in addition to the arguments already presented, we reply: The realm of science is too wide to be compassed by "fourteen weeks in chemistry, philosophy, or geology." The volume of nature is not a primer or a comic almanac. Even if we take those phases of each subject to which the child's mind is better adapted than it will be at a

subsequent period, and which we have seen he can take without detriment, we have only a foundation for mature study. Then the child can advance to the higher philosophy of each subject.

PRINCIPLES TO BE OBSERVED THROUGHOUT THE WORK.—In all this work we will make our teaching positive, replacing the cold, repressing "Thou shalt not" with the warm, expanding "Thou shalt." In presenting incentives we will follow the practice of Lycurgus, who bade us "Teach the boys that which they will practice when they are men." Then will the school be a preparation for the civil and social duties of mature life. Another principle of which we should not lose sight, is, avoid hasty generalizations. Do not allow the children to make general statements from examinations of one particular. Keep the answers of the children in the concrete until their observation warrants a general conclusion. In the expression of definitions give the explanation first, the term last.

A FURTHER NECESSITY.—But all this granted there is still a difficulty in the way. Where can we find the teachers practically familiar with the constitution of the child's mind, its laws of growth, and the peculiarities of each period of its development? Where are the teachers so versed in the laws of growth of each science as to discover the beginnings and the successive stages? Where are they who are able to so divide the truth that it may be adapted to the capacity of the children? Having divided it who is master of the methods of presenting it fitted to secure the desired results? Great, indeed, is the demand and only to be attained by patient and perserving labor. But why should the teacher complain at this? Surely he would not chose a vocation which would not by the effort required to attain skill, entitle it to rank with the professions or at least the ordinary trades! The physician, the lawyer, or the clergyman, devotes two or three years to a special analysis of the principles of his professional work, and afterwards many more years to patient plodding at details, before expecting eminence in his profession. The youth who aspires to be a carpenter, a merchant or a blacksmith, endures a long apprenticeship. Indeed, there is no employment worthy of the name which does not inscribe "skilled labor" over its portals. This is especially true of teaching, yet in no art has the fact been more overlooked. Prominent among the causes of this confusion is the circumstance that the subject matter which is the food of the student is the implement of the teacher. Possession of the tools has been considered equivalent to skill in their use. But a clearer perception of its relations is dawning. No longer is information the direct object of pursuit. The development of power, physical, mental and moral, has been discovered to be the end to

which all the rest is subservient, and he who would develop it in others must possess it in his own soul. The strength of a well disciplined intellect, the mastery of the science and art of the profession, and a calm true manhood or womanhood, are essential to the production of kindred results. Since labor is the appointed medium for attaining treasure in this world the teacher must be prepared to lead in this pathway by training in the same school. Could we find one who had gain-the ends without using the means, he would still be unfit to as a guide to others for want of knowledge of the methods which they must pursue. The character and measure of the teacher's power will determine the character and measure of his influence. And as clear, poised, intelligent work wins in every other department of life, so it is in the profession of teaching.

What Shall We Do?—In giving a final answer to our question, "What shall we do with our primary schools?" we can only say, Perfect the plan until the primary school becomes complete in itself—the inner circle of which the higher grades are only concentric rings or expansions. Then provide a course of training in the principles of teaching adequate to meet the requirements of the enlarged course of instruction, so systematizing and extending his training that its vitalizing influence shall be felt in every school room in the state. This accomplished, and one state will have done what she can to drive back the twin-sisters—ignorance and prejudice. The peril in which republican institutions stand is apparent when we consider that in 1860 the percentage of illiterate persons in the United States was nine, while to-day that number is doubled. Several of the European nations, and even the Sandwich islands, so lately redeemed from a savage state, present a much smaller percentage. Indeed, the latter nation may fee impelled to repay the service we have done her and send missionaries to us! With an average attendance of only forty-four per cent. of those entitled to public school privileges, an enrollment of but fifty-two per cent. and only eight per cent. more in our primary schools, the question, "What shall we do to arrest this tendency?" presses with momentous force. We cannot afford to sit idle hoping for better times. Immediate action is demanded. Those who are responsible for the efficiency of our educational system must do more than hold the territory already won. There are veins to be explored, and heights to be scaled, yielding elements for the resolution of the problem. We cannot believe that no plans exist on which the play of forces blends in harmonious repose. "Forward," then, must be our motto, in full recognition of the truth that "Teaching is a science and the teacher an artist."

CONDITIONS OF SUCCESS IN THE SCHOOL ROOM.—PART II.

BY REV. W. C. WHITFORD, PRESIDENT MILTON COLLEGE.

(Lecture before the State Teachers' Association at Madison, July 13, 1871.)

Clear, deliberate, and earnest thought is always more impressive in the school room than constant, hurried and restless action. The teacher who shall have planned a full scheme for forming some acquaintance with his scholars the first day, for properly organizing them into classes, for keeping them diligently employed, and at the same time shall carefully note the habits and tendencies of the school, and who shall execute this scheme in its details without worry, loss of mind, or any hesitation, will find that he has accomplished much toward making a successful term.

The more experience any one has in teaching, the more deeply will he become convinced that exact methods in his work are essentially valuable. I do not mean that formalities shall supply the deficiencies of knowledge and mental discipline, but that teaching, like other employments, has fixed modes of action, especially suited to the labor to be performed, and calulated to ensure the best results. The great question in our educational policy is to discover and use the most perfect plan for forming the classes, grading the students, improving the styles of instruction, and governing the scholars in our mixed schools. I have not dared to attempt a solution of the problem. I am only fully persuaded in my own mind that a large amount of the work at present done in those schools is almost worthless. Looking at very many of the youth, who have received here their instruction and leave with undisciplined minds, imperfect knowledge of the most rudimentary studies, corrupted hearts, wrong notions of the requirements of business, unrefined tastes, and rough manners, and who can avoid pronouncing such schools as failures.

With no expectation of mastering the difficulties before us, I would indicate some points in which improvements can be made in the methods of classifying, instructing and disciplining the pupils of our country schools. None of them have any merit of originality. The first step should be taken in diminishing the number of classes, and in narrowing the range of studies. How to perform this without too much complaint and confusion, is a task which most teachers will have to learn. On an average in our schools, twenty-five to twenty-seven distinct recitations or exercises are held daily. I know that some teachers have thirty scholars and thirty-three class exercises. This results from a want of uniformity of text-books, as well as skillful classification. No argument is needed to show that the time and energies are here all

wasted. The studies are apt to run through four or five separate grades; and one person must be thoroughly versed and interested in them all. The teacher who can fairly organize one class where two have always existed, is a greater benefactor of his race than he who can make two blades of grass grow where one did before. I need not speak of the propriety of introducing the higher English branches into these schools; all educators, who have examined this subject, are a unit on this point. I am surely convinced that, as a rule, all the districts would be benefited by excluding the highest studies now pursued in reading, arithmetic and grammar. The teacher requires more time and more stength for each recitation. The pupils need to be restrained and kept applying themselves more thoroughly in the primary work. Out of a thousand young men and young ladies who pass through our district schools, it would be difficult to find two whose reading of the most common pieces would be heard with ease and pleasure. Out of ten thousand how many can write a long letter and spell all the words correctly without consulting some authority? Perhaps no better suggestion can be offered than that the teachers of these mixed schools should encourge each other in carrying out a resolution to eliminate six or eight of the usual recitations; and then with the utmost care classify the pupils on the sole principle of attainments in their studies. This is in effect deciding for each one what branches he shall study, and not leaving it, as our present course does, largely to his own choice.

Another step in the right direction is to assist the pupil in completing all the details of his arrangement for study and class exercises. A president of a leading college in New England spends usually a month each year with the new students of the institution in familiar conversation about the best methods of preparing their lessons, the formation of correct habits of study and recitation, the care of health, their recreations and their social practices. To no better use has he ever applied his profound scholarship, his invaluable experience, and his masterly abilities. The times for learning each lesson as well as for reciting it, must be selected. The courses for acquiring knowledge and for strengthening the intellectual powers, known to be the best adapted to the laws of the human mind, the teacher must see, are accepted by the pupil.

There are doubtless three stages, through which the mind passes in the period of its development. The first is the memorizing, in which the greatest pleasure is felt in the simple acquisition of knowledge; the second is the training, where the chief satisfaction is found in using and strengthening the faculties and susceptibilities; and the third is the furnishing, or the special preparation for the particular

calling or duties in life. Only the two former are embraced in the work of the common school; the latter belongs to the education of apprentices and the members of professional schools. Now in our elementary instruction, what methods of recitation are best fitted to accomplish the work required? Story telling, object teaching, and word-knowledge evidently are included in the first stage, with this as the governing maxim: "Always have the child reproduce in some form the substance of what you have told or taught him." In this stage, but more especially in the second, the questioning method is the all important one in the class. While the topical has its great advantages, yet the more I teach the more clearly I see that the style of interrogation brings the teacher and the scholar closer together in their thoughts and sympathies arouses and stimulates the young mind to more intense activity, and fixes in its conceptions more sharply and securely the information it has acquired. A fundamental principle in the Pestolozzian system must not be disregarded in this method, "Never tell a child what you can lead him to find out for himself." Starting with the known, he can easily be guided often to discover the unknown. In qualifying oneself for the office of a teacher, the art of questioning should receive the fullest attention. It requires a clear apprehension of all the parts of your subject, the most successful modes of reaching and analyzing these, and the needs and the operations of the pupil's mind. The life of the recitation and the progress of the class are so dependent upon the readiness and the enthusiasm of the instructor, that you often hear the remark, "The school must be succeeding finely, the master is so wide awake." A sense of his own unfitness, besides many annoyances, must be experienced by that teacher, who cannot, in the district school, fix his attention at once upon each exercise of the class however brief, and summon up all his mental energies in the performance of his tasks. That person has a most valuable acquirement who can, by his presence and intellectual activity, influence or arouse his school to engage in earnest work.

In this connection, the fact may be noticed that the highest success of the teacher depends upon his preserving and carefully using his life-forces. No one has a right to teach when he is weary and exhausted. He can not inspire his scholars, nor keep them performing efficient work. His own effort in thinking and governing, while burthensome to himself, must be disagreeable to others. To incite, hold and guide the classes, and in addition to oversee the other business of the school room, six hours a day and five days a week, requires large expenditures of bodily and mental energies. To pay these out daily, so that the teacher shall remain sprightly and vigorous until the last recitation is heard, demands skill and self-control. Some are so

interested and active during the arithmetic exercise of the morning that they become languid and stupid in listening to the grammar classes in the afternoon. The laws of our being, controlling the increase and use of our life-power, should be better understood. To enter the school room, after you have spent a considerable portion of your strength in outside employment, is an act of injustice to your pupils, and is dishonorable to your profession. To distract and enfeeble the mind by assuming the cares and responsibilities of any other severe business in connection with teaching, is a source of many shameful failures. It should be a rule held in a stern conscience that a teacher should not deprive himself at night of proper sleep, nature's restorer, by late social gatherings, long rides or midnight study.

Perhaps there is no department of the teacher's work so much under the guidance of laws and methods as his administration in the schools or his discipline of the scholars. His own personal and orderly habits have much to do in this direction. His own arrangements for the study and recitation hours, the condition of the room, the interest he excites in the studies, and the regard the pupils have for him, furnish the conditions on which he can manage his school. Among his first efforts he must impress upon his learners their duty to respect highly thir work. To create the spirit of courtesy and self-denial, helps in the formation of a quiet and attentive school. By active watchfulness many beginnings of mischief and lawlessness may be suppressed. The feeling of departure or distance between the master and the pupil should not be allowed, after an acquaintance is opened, to have, as an old teacher friend used to say, "an incipiency," much less any growth. With a jealous eye he should notice all such withdrawals from himself, and generously and patiently prevent them. A great anxiety arises in reference to the treatment of offenders. In my own experience, I am reaching the belief that all such cases can be best managed in a private interview. Christ's injunction, "If thy brother shall trespass against thee, go and tell him his fault between thee and him alone; if he shall hear thee, thou hast gained thy brother," applies also here; and since it is philosophical, or in perfect accord with the laws of human nature, you will most frequently succed in removing the offense, and reforming the offender.

But every teacher, especially in our country schools, where there is such a variety of tasks to be done, and so many grades of minds to control, should be conscious that he is greater than his work. I know of no intellectual slavery like that in which the school-keeper is afraid of his labor; feels chagrined and degraded over his repeated mistakes; sees that his efforts are dishonest, since he attempts more than he can really perform; and bears about the disheartening conviction that his

powers are weighed down and stiffened by the atlas-load which he cannot carry. Well may he regard his business as full of details and drudgery. The remedy for this is found in a clear and experimental knowledge of the branches taught, the formation of a high ideal of the work, and the culture of courage and geniality of mind. The teacher will always have a decided advantage, who is acquainted also with the higher subjects of learning. But in lieu of these he can strengthen himself in his position, and inspirit his own mind by reading carefully our best newspapers, magazines, histories, geographies, and popular scientific treatises.

These country schools, then, furnish the difficult posts in our educational work. They are the places for arduous labor and continued sacrifice. But labor is glorious and self-denial is glorious. And toiling patiently, heroically, and successfully in these humble school rooms, are found some of our truest, best beloved, and most useful teachers among us.

DISCIPLINE IN SCHOOLS.

BY I. N. STEWART, WAUKESHA.

Our average teacher is greatly at fault in the matter of school discipline. Not that he neglects it more than he does drill, but because, being the basis of good citizenship, it more affects the public. In other words, he fails more in the manner than in matter. He aspires to higher scholarship rather than to a better use of what he already knows. So it happens that the average teacher in our country schools marks high at examination, but fails in the school room to produce adequate fruit in the quality of the scholar or the citizen. The state expects him to send out law-abiding, as well as intelligent, men; to teach order and system as well as "the three R's." He should counteract the tendency of our youth to overleap the bounds of order, and to abuse our country's freedom.

Discipline accustoms to regular and systematic action. In the school room it deals with orderly behavior, good manners, regular and punctual habits both of study and attendance; with cleanliness and tidiness of person; the keeping of the house and furniture; and lastly, thorough truthfulness and reliability of character. It has to do with that part of education in which all can become proficient. It is this part of the teacher's work which is of most importance to the state. Without discipline, study, and so scholarship, is hindered. He who is rightly disciplined has already the better part of an education; he is prepared to do the most work in the least time, and to do it well.

Drill occupies, relatively, a middle ground. It is a diligent and

strict *exercise* in the methods and rudiments taught. It is the class work of the pupil himself, and for himself, under the eye of the master. It is the exercise needful to form the habit of readily and correctly using what is learned. To the mere scholar this exercise is of the first importance; to the state, it is of secondary value. In this, all cannot reach equal proficiency. Precept and information (which belong to the instructional office of the teacher) should be given only to direct the drill, and supplement the study; more is an injury. In this respect our average teacher tells too much, and at the wrong period in the work. He *talks* too much. A comparison of these functions will explain how some teachers seem to teach their pupils more than they themselves know.

But suppose our teacher to neglect or slight the general discipline, and confine himself to the studies and "to pay little attention to style so they only learn well," what have we? Better or worse citizens, according to the strictness or laxity of his discipline. At best, a citizen who may know enough, but who needs much experience to gain the necessary self-control. It may be objected that while the discipline of the school is receiving special attention, the pupil will accumulate less knowledge; but, in fact, his chances for scholarship are greatly enhanced.

Can the discipline of our average teachers be improved? We habitually teach as we are taught. Improvements may be made as a result of experience; but they are rarely more than additions to the old frame. Lectures will not make a practical teacher, nor will reading; visiting good schools will not do it, though we look at a model school every day. These truly aid in bettering our method, by adding to, or abating from, the great body of school habit, formed while our teacher was yet a pupil. Practice-teaching is much better as an aid. But the very best preparation is, actually to study in a well managed school, where practice-teaching is brought in at the proper place in the course.

We call on the instructors of our teachers for the best discipline and most exact drill. The matter taught is really of less importance than the manner of teaching. It is but little, any way, of art or science that can be taught in our common country school. Then let us have a right start. Let us give attention to what can be well done, and is, at the same time, most necessary. Natural aptness and larger opportunities will make the learner. But all can be made good citizens of fair capacity. We demand of our school officers a more careful selection of teachers, from those holding certificates, who show, by experience as pupils and teachers, the highest executive ability. These will transmit the desired quality, with all their improvements, to their profes-

ional posterity; so that the coming teacher shall far surpass our present standard.

TIGHTEN THE GIRTHS.

BY W. P. HUNTINGTON, MARSHALL.

It is needless to say, that the "girth," though by no means a costly, is an essential appendage to a common riding saddle. If you use a folded blanket, instead of a saddle, in riding horseback, you still need a strong girth, or surcingle, perhaps a couple, to bind the blanket firmly to the horse's back; otherwise, at some sudden sideway motion of the animal, if he be given to such starts, you may find yourself unexpectedly on the ground—possibly, with a broken limb. But the principal idea of a girth, we take it, is, that it be strong, drawn tight, and buckled there. You may multiply girths to any number—unless you draw them tight and make them fast at that, they will be useless and worse than useless, for they will be likely to prove treacherous, and betray you to your inconvenience, to your mortification, to your injury, possibly to the risk, or dislocation, or fracture, of a limb, not to say jeopardy of your life; and whichever of your girths be not drawn tight, might as well (nay, better) be left off entirely.

There are not wanting indications, that, since the period of colonial simplicity, there has been a material change in the manners of the young, especially towards their parents and the aged; nay, it is commonly admitted that there has been a change for the worse in this respect, since the close of the first war for American independence; and indeed since the beginning of the present century. It is quite within the boundaries of probable statement, to say, that within the memory of the more advanced in years amongst us, the manners of children and youth were more deferential towards parents, and towards ladies, strangers and the aged,—seventy, sixty, fifty years ago,—than they are at this day. Admitting that this is so, (such are the natural sentiments, I believe, of all civilized nations), we can hardly fail to contrast the recent, with ancient manners, in this respect, to the disadvantage of the former. It is well known that old age was honored amongst the Greeks and Romans, *per se*, and independently of any consideration of the personal character or social position of the individual,—especially in the earlier periods of the history of those nations. A feeling of approbation quite generally (unless I misjudge others by my own sentiments) rises in the mind, in contemplating the universal reverence in which old age was held by the ancient Persians and Jews. "Thou shalt rise up before the hoary head and do it reverence." No one takes offense at the fact, so notorious now to all people

of information, that the Chinese have a peculiar regard for the filial obligation; on the contrary, I believe that even in American society generally, however at variance the practice may be, this trait in Chinese manners is regarded with feelings of satisfaction, not to say delight and admiration. This feeling of filial obligation—of reverence for gray hairs—amongst the Chinese, (and I believe amongst the Japanese not less), is not a mere form. It is a fundamental law in their society and government. "It is a feeling, that extends far enough to take in a multitude of relations, in which the duties of mutual love and mutual help are fully recognized." In this regard, the Chinese are almost unrivalled, in modern times.

Now, admitting the (to us Americans) discreditable fact under consideration, we do not assert that the young are wholly in fault, and that the blame shall not rest partly on parents, and even on grand parents, for the pertness of childhood is often provoked by the peevishness of age; and human nature is at basis much the same in every age of the world; and the wisdom of an Apostle saw fit to connect closely with the precept, "Children, obey your parents," that reciprocal obligation, "and ye fathers provoke not your children to wrath!" And, besides, the old of to-day were the young of the last generation; and the disrespect which now falls on the hoary head, may in some instances be only the natural working of the law of retribution.

Perhaps we shall resume the subject in a future paper, for this may be one that requires "line upon line and precept upon precept." We will now only add, that if there has been too much perverseness on the part of children, there has doubtless been on the part of the parents too little tenderness for the young—too little sympathy with them in their weakness, ingorance and many infirmities. "Tighten the girths," then, is a precept that is to be taken with some qualifications; and yet the general principle of safety is, that the girth, if used at all, is to be drawn as tight as it well can be, and secured there by a strong buckle.

THE PLACE FOR THE TEACHER IN THE SCHOOL HOUSE.

BY A. H. EDWARDS, BEAVER DAM.

There is a subject which for years I have been contemplating, and waiting for some experienced pen to write upon; but as yet I have never seen any communication on the subject that went far enough to suit my views, nor are our school houses erected for what I would deem a model school.

In the first place, a teacher has no business in the school room, his place is in the recitation room; the pupils alone should be in the school room, where they would not have the noise necessary to recitations.

But, ask several, how is the school to be governed? I answer, first build your school houses right, then a man who cannot govern a school without being in the school room had better change his occupation. Of course it could not be expected that any man could bring a school up to the high standard of self-government which every school should possess, when a school-board changes teachers every year or two, or where the parents are continually meddling with the school matters which they know nothing about only as the children (which perhaps have been disciplined) tell them.

In the second place, there is too much whipping done in the school-room. Teachers (?) who cannot govern a school without a whip had better go to driving oxen. I have not whipped a pupil for over twenty years, except when some of the larger boys undertook to take me out of the door or whip me; then I generally intend to defend myself at all hazards. But in the government of a school I have often found more difficulty in governing the parents than I have in governing the scholars, for the parents I can *not* govern, but the children I *can*, if the parents will not interfere.

But, sir, how can we expect first-class schools so long as most schools change teachers every term, and while they seek for those who will teach for the least money, and whose sole object in teaching is to get the money?

INFLUENCE.

BY MRS. S. C. SIRRINE, PLAINFIELD.

There is no power so widely diffused, or of which we are so little able to compute the final extent, as that of influence. As a spark, originating in the most humble source, or falling at first unnoticed or disregarded, is capable as it kindles and spreads, of producing a vast and uncontrollable conflagration, so a seemingly obscure individual may give the first impulse to a sentiment, that like the rushing flame, shall bear down in its course the whole broad fabric of some long enduring error. How important is it then that they to whom is committed the training of youth, should instill into their minds the principles of virtue, philanthrophy and liberty. And although they may not know the extent of their influence, yet, doubtless, they exert a more controlling force over general character than many who fill high and conspicuous stations among men, even the great, the wise and the talented. * * * * * *

"Truly have they, in hall or cot—
Where'r their home—
A heart-spell too holy and too high
To be o'er-praised, or e'er forgot."

IGNORANCE AND PREJUDICE.

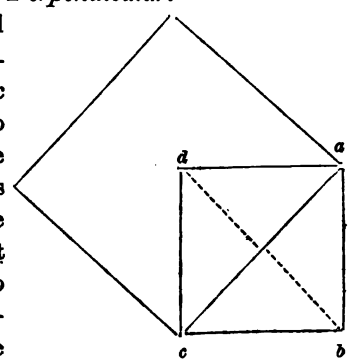
BY P. P. IVERSLEE, IOLA.

The following remark on page 243, No. 7, of the JOURNAL, savors rather strongly of know-nothingism (in both senses of the word): "During the past half century 7,448,925 foreigners have landed upon our shores with various superstitions (?) in both civil and and religious matters; one-fifth of our population to-day is of foreign element and still they come." This is awful! The author regards the circumstance as "a fearful and terrible (!) danger" in the way of the great intellectual revolution. The writer of the present remarks, though pretty well acquainted with the customs and beliefs of the classes of people that immigrate into this country, is much puzzled to know what their various superstitions are; that is, with regard to the great majority of them. Spiritual rappings, for instance, cannot be one of them, for this most sublimely absurd superstition is, I believe, of American birth, though I hope it is not one of the offspring of the great intellectual revolution. I think the author of the remark may quiet his fears; if he will visit the district schools attended by the children of foreign born parents, and notice their habits of order, their intelligence, their obedience and respectful deportment towards their instructors, he will not find great cause to dread a new "war cry" from that quarter.

A DEMONSTRATION.

BY B. R. A.

Simple method of Demonstrating that the Square of Hypothenuse equals the sum of Squares of Base and Perpendicular.



Draw the square *abcd*, and diagonal *ac*, and *abc*, will be a right angle triangle, right angle at *b*; but since $ab=bc$ we have only to prove that ac^2=two times ab^2. Square on *ab is abcd*. Since a square contains four right angles, *d* is the right angle of triangle *adc*, and since the sum of its other two angles=a right angle, lines *ad* and *dc* bisect the two right angles of the square on Hypothenuse, and if *produced*, will hit it opposite angles of same square. Hence *ad* and *dc* are halves of the diagonals of square on Hypothenuse. Therefore *adc* is one-quarter of square on Hyphothenuse, and one-half of square on *ab*, and it follows that $2ab^2=ac^2$. Hence the theorem.

A CORRECTION.

NECEDAH, September 6th, 1871.

EDITORS JOURNAL OF EDUCATION:—Permit me to suggest a correction to the "Historical Notes," as published in "The Constitutions of the United States, and of the State of Wisconsin, adapted to the use of Common Schools." The first paragraph, page 47, reads as follows:

"Wisconsin derives its name from its principal river, termed by the Indians Wees-kon-son, meaning the gathering of the waters; the "gathering" referred to was of the tributary streams above Portage City, formerly called Plover Portage."

I have lived in Wisconsin territory and state for thirty-seven years, and on or near the Wisconsin river for nearly thirty years, and during this time have been more or less intimately acquainted with all the Indian tribes in the state, and have also during these years endeavored to ascertain the proper signification of the Indian names applied to our rivers, villages, &c.

The word Wisconsin is dirived form the Menomonee dialect. Menomonee, Ish-kosh-sa, broad sound of "a" in the last syllable as in "fall," French, Ouis-con-sin. Gov. Doty, Wis-kon-san, and latterly Wisconsin, meaning "*the place*," or "*the valley of a river*." And further, Portage City was never called Plover Portage, but *the Portage* or *Wisconsin Portage*. Plover Portage is in Portage county. The "trail" passed over or through the present village of Plover. This Portage extended from the Wisconsin to the Waupaca, or *Tomorrow* river.

Ordinarily this error would not be of much consequence, but in the present instance it appears to me differently.

Very Respectfully, J. T. KINGSTON.

ORAL GRAMMAR AND ORTHOGRAPAY.

HOW TO TEACH THEM AT THE SAME TIME.

1. Call upon the pupils to write the names of ten objects seen in the school room, and to do this in one minute by the watch. 2. Let one pupil pass to the black-board and copy his list, other members of the class observe his spelling, and when done name additional words on their respective lists and not on the board. 3. Spell all the words now collected in concert, pronouncing every syllable distinctly, and make the necessary corrections in orthography on the board, spell by sound, noting silent letters. 4. Now erase the work on the board, and call upon the pupil to make a complete copy of the list in their blank

books correctly spelled. 5. Call for ten additional names of things seen in the room, copy as above, and continue until the subject is exhausted; the pupils are required to number and preserve lists of words; numbering must be alike on each blank book, from one to one hundred so that they may be referred to by number. 6. In the same way call for names of things seen by looking out of the window of the school room, write, re-write, spell and copy as above. 7. The teacher must critically examine each book, observing the orthography and penmanship; give credit to each according to merit. 8. In a similar manner call for the names of things at home, in the parlor, in the kitchen, drawing-room, dining room, pantry, barn, &c., also names of things seen on the way to and from school, at church, in the stores, &c. After collecting a large list of name words call them names. 9. Let the pupils hunt out the nouns in the reading lessons, afterwards write them on the slates carefully spelled. 10. Having obtained a large list of names, then in a similar manner call for action words, treat in the same manner, &c. Name them verbs. 11. Let the pupils hunt out verbs in the reading lesson, copy them in a blank book. 12. In the same way treat quality words and call them adjectives. 13. Develop distinction as to proper and common names, also number, how to form the plural, &c. 14. In all these exercises make the pupils try to write well, give them credit for good penmanship and good spelling. 15. Do one thing at a time.—*J. M. Olcott, in the Public School Advocate.*

HEALTH OF SCHOOL CHILDREN.

The Medical College of Middlesex, Massachusetts, having for a long time considered the influence of public shools on the health of children, authorized the publication of the following facts as the opinions of its members:

1. No child be allowed to attend school before the beginning of his sixth year.

2. The duration of daily attendance—including the time given to recess and physical exercises—should not exceed four and a half hours for the primary schools; five and a half for other schools.

3. There should be no study required out of school—unless at high school; and this should not exceed one hour.

4. Recess time should be devoted to play outside the school room—unless during stormy weather—and, as this time rightfully belongs to the pupils, they should not be deprived of it except for serious offenses; and those who are not deprived of it should not be allowed to spend it in study; no child should ever be confined to the school room during an entire session. The minimum of recess time should be fifteen

minutes each session, and in primary schools there should be more than one recess in each session.

5. Physical exercise should be used in school to prevent nervous and muscular fatigue and to relieve monotony, but not as a muscular training. It should be practiced by both teacher and children in every hour not broken by recess and should be timed by music. In primary schools every half hour should be broken by exercise, recess, or singing.

6. Ventilation should be amply provided for by other means than by windows, though these should be used in addition to special means during recess and exercise time.

7. Lessons should be scrupulously apportioned to the average capacity of the pupils; and in primary schools the slate should be used more and the book less; and the instruction should be give as much as possible on the principle of "object teaching.—*American Educational Monthly.*

RULES FOR TEACHERS.—The heads of a discourse delivered by Prof. J. F. Nichols, the veteran teacher of Detroit, before the Michigan State Teachers' Association, are excellent rules for teachers:

Govern yourself.

Teach the school how to study.

Do not be noisy in the school room—govern by signals as much as possible.

In hearing recitations be interested yourself—be enthusiastic—have a soul in the work.

Have no *pet pupils*—be just to all.

Have a programme, and then adhere to it.

Govern your school without monitors.

If you are obliged to punish, do it out of the school room, or after school is out.

Do not suspect certain pupils of being guilty of all the mischief done in school.

Do not allow pupils to give in their own reports recitations and deportment.

Cultivate in pupils, as far as possible, self-respect—self-government.

NEVER LATE.—A Sabbath school in Albany, N. Y., has the same superintendent for forty years, and he was *never behind time* in all his forty years' service in the school. Think of that, boys. Chief-Justice Williams of Hartford, Conn., was once a teacher of a Sunday school, and the superintendent always knew when it wanted three minutes of the time to open the school by seeing him enter. Think what punctuality that was! Boys and girls note these fine examples of promptness in duty.

DRAWING AS A STUDY IN THE PUBLIC SCHOOLS.

On the importance of this subject we quote a few remarks and opinions of prominent men who have taken an interest in the study of drawing, most of which were called forth by the act which has been recently passed by the Massachusetts legislature, requiring free instruction in drawing in towns of five thousand population and upwards.

Two questions of much importance which arise in the minds of committees and teachers are.

1st. At what age should children begin to draw?

2d. What plan is best to adopt?

To the first we would answer that a child cannot commence too early in life—it is a well-known fact that children at a very early age delight in having a pencil and a piece of paper to scrawl or mark over. As soon as a child can handle a lead pencil, it should be taught to mark or print letters, to make straight lines, and outlines of simple or familiar objects.

Drawing is an aid to writing, and it is a well demonstrated fact that a child who spends half an hour drawing and as much time in writing, will become more proficient in the latter than if the whole hour had been spent in writing, and has at the same time gained knowledge in a study that in after life may be as valuable an aid, and perhaps more so than writing alone. A good draughtsman will command better pay than a good penman; besides, in the ordinary walks of life, it will be a valuable aid in the laying out and arranging of work which most Americans are sadly deficient in.

"In our best factories you will find—to your shame!—a *German* designer, a *German* draughtsman; in our great machine shops, in our print-works, in our factories for silver and plated ware, in our best cabinet makers shops' in our architects' and engineers' offices, ten to one the best men (and they get the *best pay*) are Germans! An interesting fact goes along with these just mentioned: *Drawing is taught in every school in Germany.* It is begun in the *primary* schools. Just as soon as the fingers can hold a pencil, they begin at straight lines and curved lines, and squares and circles; and they go on, systematically, year by year, until those fingers or those eyes are ready for almost anything that sight or touch can do.

In almost all of the cities, and in many large towns of New England, this matter of teaching drawing in the public schools has already received attention. In Massachusetts the state has passed a law making drawing a requisite in all towns of over 5,000 inhabitants. It is time for Maine to be considering the matter; indeed, the subject has just been brought before our Legislature. But our own city should no longer delay to provide so great an advantage for its children. Let the School Committee "go ahead."—*Portland Argus.*

James M. Barnard, Esq., of Boston, whose intelligent interest in all that pertains to the education of the people, and in this department of it in particular, is well known, in a letter addressed to the Secretary of the Board of Education of Massachusetts, thus speaks of the relations of drawing to our industrial arts, and to the development of a higher taste in the community:

"Every member of your committee is aware that it is becoming more and more difficult to obtain workmen in this country capable of giving a high finish or satisfactory ornamentation to manufactures. But this high finish and ornamentation is more and more demanded.

"I can also point to the fact that drawing, as I have said in another place, holds an important place in the systems of instruction in every nation of Central and Western Europe, and in some of them, as in Prussia, has done so for more than a hundred years. And surely there is nothing in the character and pursuits of our people or in the structure of our society to forbid its introduction here.

"No more talent or skill is required to teach it than is needed in teaching the other common branches; and the same general principles apply.

"In the Primary Schools, primary lessons are to be given—the simple elements, as points, lines, angles and regular figures on a plane surface, requiring only the crayon and pencil."

The *Connecticut School Journal*, in an article says:—

"Drawing, if properly taught, is in direct connection with the early observation and habits of the child, and aids to systematize the knowledge already gained. *It should, therefore, always be taught in Primary Schools.*

"Drawing cultivates the eye, and, through the eye, the mind, in the memory of form; it assists the pupil to retain a clear perception of what he sees.

"Drawing cannot be over estimated when it is considered as an aid in the acquisition and investigation of the *natural sciences.* To the instructor it gives the power of illustration, which is often the only available means of transmitting his ideas.

"We have arrived at a period in which skill and intelligence are essential to success in every productive industry.

"We owe to our artisans, no less than to our country, to establish a system of public instruction competent to make them more skillful than the workmen of other countries. A large majority of the sovereign people is composed of this class. In a country like ours, nourished and governed by the people, we may reasonably expect that the fullest provision will be made for the education of the artisans.

"As a starting point, we must have a thorough system of drawing in our schools."

AN ARTIST, to be appreciated, must copy nature in the average; but is apt to be ridiculed when he reproduces the extravagances in which nature sometimes indulges.

Official Department.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

Q. Is not a county superintendent, when called upon by a teacher, obliged to give a private examination?

A. A county superintendent is required by law to divide his jurisdiction into convenient inspection districts, and it is supposed, as a general rule, candidates will seek examination in their own district, at the appointed time. But it will sometimes happen that some cannot attend any public examination, and the superintendent may, in his discretion, grant private examinations. He must be the judge, however, whether it is proper or requisite to do this, in any given case. The mere fact that he is "called upon to give a private examination," by no means proves that it is his duty to grant it.

Q. Is it lawful for a county superintendent to compel teachers to attend institutes, or to refuse examinations to those who do not?

A. The policy of the law in regard to institutes, thus far, has been persuasion rather than compulsion. It is taken for granted that the right sort of teachers will attend if they can, and it is reasonable to say that all teachers ought to attend. But the right of examination is not made dependent upon attendance, and a candidate cannot lawfully be refused examination simply for non-attendance. It is quite possible, however, that it would be well if superintendents were required to note the *fact* of attendance or non-attendance, in the certificates issued; and they cannot help forming their general opinion of teachers in part from the degree of interest they exhibit in the matter of individual and general improvement. Nor are intelligent and liberal school-boards slow to find out that the teachers who make it a rule to attend institutes and associations, and who manifest a lively interest in them and in their work generally, are the teachers to be sought and employed.

Q. If a town goes back to the town system, must the district be re-organized?

A. No; the old status is resumed. The clerks continue in office as clerks of the sub-districts, and therefore keep on, when the districts become again independent. The offices of director and treasurer being vacated, must be filled again—by appointment of town clerk until election, and when elected it will be for the *unexpired balance* of the term of each. This will bring the organization of the district back all right.

Q. If a motion to adjourn an annual meeting three weeks is amend-

ed to two weeks, and the meeting is declared adjourned and dissolved, when the question has been taken on the amendment, will it be lawful for the meeting to assemble and transact business at the end of two weeks, although the question was not put by the chairman on the original motion?

A. Parliamentary law, though very important in high legislative bodies, cannot be considered a part of the school law. It is not to be expected that a school district will conform strictly to parliamentary usages. If the meeting dispersed with the general understanding that it was adjourned for two weeks, it must be held that it will be lawful for the meeting to assemble at that time, and transact its business, notwithstanding the informality or omission referred to.

Q. If a district votes to have a male teacher, is it legal for the board to hire a female teacher?

A. It is not. The board is bound by the vote of the district, in this and some other matters, as provided in sub-section twelfth of section 19. If the district does not determine these matters, the board will do so.

Q. If the board hire a teacher over the clerk, is the clerk in duty bound to issue orders for the teacher's pay?

A. If the teacher is hired under the *proviso* to section 42, yes; if not, no. A school board, apart from the clerk, has no power to hire a teacher, except under that *proviso*.

Q. Is a verbal notice by the district clerk to the town clerk that the time of the annual meeting has been changed to the last Monday in August sufficient compliance with the law, so that a meeting held at that time will be legal?

A. No; the law expressly says that the vote to change is to "*take effect*, when a copy of the proceedings of the annual meeting, in reference to such change, shall have been filed with the town clerk." Until this is done, a meeting held in August is illegal, and its action void.

Q. Can a teacher claim a holiday, occurring in a vacation taken without the consent of the board?

A. A teacher can claim nothing on account of a holiday occurring in vacation, whether the vacation was taken with or without the consent of the board.

Q. Must county superintendents be as rigid in examination upon the "Constitutions" as in other branches?

A. This is the letter of the law, but it will not be unreasonable to construe the law liberally, at the first examination, inasmuch as many candidates will have very little opportunity for preparation. It should be understood, however, that this lenity cannot be expected hereafter, and teachers should be informed how and where the book of the Constitutions can be obtained.

Editorial Miscellany.

THE TEACHER vs. THE EDUCATOR.

The distinction between the teacher and the educator, though not generally recognized, is a most important one, and its proper apprehension is necessary to any just appreciation of the work of education. Stated in another form the distinction is: Teaching is an Art—Education is a Science.

It requires little argument to show that science underlies and precedes all true art. Before the application of art to the construction of a steam-engine, science had apprehended its utility, and had investigated and determined the possibility and method of its construction. Art may become a merely traditional and imitative process, and the worker in the art is then merely an artizan—not an artist. Thus it is with the matter before us. With occasional, sometimes indeed admirable exceptions, in the case of those who are, so to speak, *born* teachers, and who seem to have an natural instinct for the work, the teaching which still prevails is mostly of this traditional, imitative character. If the processes and customs of the school-room are varied, and sometimes improved, it is still from imitation, and not because a scientific reason can be given for what is done, for the manner of doing it, or for a change in the method.

This is not surprising, because the work is mostly performed by young persons, of limited attainments, with little or no previous training for the work, and who by no possibility could be supposed to be scientific educators. Nor is it said in disparagement of those who teach; they perform the work expected of them, which generally is, merely to "keep the school," and to hear the lessons according to the formulæ of the books; and they perform it quite as well as could be reasonably expected for the compensation received, which is one-half or one-third of that of a skillful mechanic. That the work carried forward in our schools is not a work of scientific education—that is the systematic development and discipline of the powers and faculties of the young, according to the ascertained laws and principles of education, as well as the incidental furnishing them with needful knowledge and skill, is simply because there is no general demand for it. We are sorry to add, that there is no general appreciation of the necessity of such an education for those who are to be the citizens, or the wives and mothers of citizens of a great and self-governing republic—to say nothing of the higher wants of an expanding and immortal soul.

But to indicate more formally some points of the distinction made: The mere teacher, of the ordinary mechanical imitative kind, looks upon the mind of the child as a receptacle to be filled with knowledge; the true educator regards it as an organism to be developed and matured. The one pursues his work of teaching as an end; the other but as a means to an end. The one has a plan and pattern to which all minds must conform, by which they must be shaped; the other regards each pupil's individuality and treats it accordingly. The former, if he regards individuality at all, encourages those capacities which are most active because he thereby lessons his own work, and flatters his own vanity; the latter seeks especially to awaken and strengthen those faculties which are feeblest. The teacher measures his work by the number of lessons recited, studies gone over; the educator by the growth of the child's nature, by its increase of strength.

But to some extent a higher and truer education is demanded, and would be appreciated if attainable; but the means of compassing the end are not seen to be attainable. Not a few parents we think mourn that the schools near them are such miserable abortions as they are. It might be out of the question to attempt to supply every school with an educator, of a high order, but it is possible to bring them all under the influence and general direction of such educators. This is one of the ends of adopting a town organization of the schools; and this is especially an end to be subserved by the establishment of Normal Schools over the State. Not that spending a term or two in a Normal School, or even going through a course of study there, will make of every young person who shall do so a scientific educator; but they may at least be expected to become enlightened artists. Normal Schools, if in charge of men who are themselves genuine and enlightened educators, will diffuse not only true methods of teaching, but to some extent a true spirit of education. With the school interests of each town a unit, instead of isolated fragments, and with at least one superior teacher placed in each town or series of thinly settled towns to aid and direct the rest, together with a general concert of action, in securing a proper system of instruction and supervision, much might be done. By degrees our schools might all be supplied with skillful and enlightened teachers, if not scientific educators.

But another feasible means of doing this and doing it without long delay is to adopt some such plan as that recommended by Mr. KUNTZ, last winter—a system of county high schools or academies. These would supplement the Normal Schools, and at the same time be their feeders. Without them, the training apparatus of our school system is as defective as its supervisory function was without county superintendents. Nobody touched upon this point, we believe, at the last Association. Our teachers must not be surprised if the Legislature does not wait for their action.

That we do not advance any peculiar or visionary notions as to our needs, we think is made apparent by the three first articles in this number.

EFFECT OF THE TOWNSHIP SYSTEM.

A few towns, not fettered by local selfishness, or fixed in the rust of old prejudice, have adopted the Town System, and have not, ere they had fairly begun to test it, dropped it like a fickle child. Among these towns is Eagle Point, Chippewa county. As we learn, the twelve districts are each supplied with a good school house, and all are alike furnished with globes, outline maps, charts for teaching reading, spelling and writing, numerical frames, geometrical forms, programme clocks and other good things. We doubt if another town or city in the state has done as well for its schools, all things considered, in the matter of apparatus.

The schools are not all to be kept open at the same time, but the sessions are to be so arranged that many pupils can, if they desire, attend nearly all the year round. This also enables the town board to engage good teachers, with some prospect of permanence. Friends in Eagle Point, don't fail to secure the *best* teachers, nor to keep them when secured! Seeing your success and your progress, your neighbors, in other towns and counties, will imitate your example and that of your sister, *Anson.*

As illustrating some of the evils of the present system, and as indicating that intelligent persons realize them, the following questions received from a town clerk too late to be answered under the official department, are inserted here:

Can a school district collect the state school fund from a town clerk because its

clerk fails to get the blank which has been sent to him, and the town clerk therefore transmits no report from that district to the superintendent? Must the town clerk travel over the town to see that negligent clerks attend to their duty?

Cannot our Legislature be induced to act on the Township System of School Government so as to make it obligatory on the districts? Some clerks cannot make a good report through ignorance of the law. Under the new system their meetings would tend to educate them in their duty.

Not only are innumerable perplexities caused to town clerks and county superintendents, and to this office, which grow originally out of the ignorance and incompetence of district clerks, but a good many difficulties arise from the simple fact that a vast multitude of school officers are in a manner compelled to serve, who neither want office nor are willing to take *time* to attend to the duties thrust upon them. Many hard working farmers very justly say they cannot afford to neglect their own business without compensation. Under the Town System the Town Secretary, who might also oftimes with propriety be the Town Clerk, would make an accurate, intelligible and prompt report; and good opportunity for comparing the working of the system, as exhibited in Pennsylvania, with the laboring, creaking and general discomfort of the single district system, as exhibited in this and other states, leads to the conviction that the friction growing out of the latter is about ten-fold greater than under the former.

We trust the Legislature will take the matter up next winter in earnest, and at least give it an examination.

NATIONAL UNIVERSITY.

At the annual meeting of the National Educational Association, held recently at St. Louis, the subject of a National American University was again considered. It had been proposed at the annual meeting in 1869, and a committed appointed to prepare a report setting forth its practicability, and the means of its accomplishment. Of this committee, Prof. J. W. HOYT of this state, who had addressed the Association on the subject, was chairman, and he presented a preliminary report in 1870. The action taken at the recent Convention in St. Louis was based on these preliminary proceedings, and Prof. HOYT, after extensive correspondence, eliciting the opinions of many of the most distinguished educators and statesmen of the country, presented a report more in detail, giving the basis upon which such an educational institution should be organized, and proposing the means whereby the expense might be defrayed. The plan, in general terms, is as follows:

1. That it should broad enough to embrace every department of science, literature and the arts, and every real profession.
2. That it should be high enough to supplement the highest institutions of the country, and to embrace within its field of instruction the utmost limits of human knowledge.
3. That, in the interest of truth and and justice, it should guarantee equal privileges to all duly qualified applicants for admission to its courses of instruction, and equal rights and the largest freedom to all earnest investigators in that domain which lies outside the limits of acknowledged science.
4. That it should be so constituted and established as to command the hearty support of the American people, regardless of section, party or creed.
5. That its material resources should be vast enough to enable it not only to furnish—and that either freely or at a nominal cost—the best instruction the world can afford, but also to provide the best known facilities for the work of scientific investigation, together with endowed fellowships and honorary fellowships, open respectively to the most meritorious graduates, and to such investigators, whether native or foreign, as, being candidates therefor, shall have distinguished themselves most in the advancement of knowledge.
6. That it should be so co-ordinated in plan with the other institutions of the country, as not only in no way to conflict with them, but, on the contrary, to become

at once the potent agency for their improvement and the means of creating a complete, harmonious and efficient system of American education.

Another committee, of which Prof. HOYT is chairman, will report again next year, and in the meantime seek the coöperation of Congress. The subject is of very great interest, and we hope the project may be pushed to successful realization.

Query Box.

15. If I had bought at ten per cent. less I would have gained 15 per. cent. more; what was the per cent. of gain?

Third Solution.—15 per cent. gain is 15 cents gain on 100 cents. Now if I had bought at 10 per cent. less I would have bought for 90 cents what I paid 100 cents for, and by investing 100 cents or 90 cents plus 10 cents at this reduced rate, I shall obtain according to the conditions 15 cents more of value than by investing only 90 cents. Therefore 10 cents at this reduced rate buys 15 cents worth; and since there are 9 times 10 cents in 90 cents, the 90 cents will buy 9 times 15 cents worth, which is 135 cents worth. But 90 cents at this reduced rate buys what it before took 100 cents to buy. Therefore 100 cents bought 135 cents worth, being 35 cents gain on 100 cents, which is 35 per cent. gain. Ans.—35 per cent.—J. W. MORLEY, *Reedsburg.*

Fourth Solution.—As there are many grave objections to the *Solutions* given in your last number, of this question, I submit the following: The cost, by the hypothesis, being reduced 10 per cent. that is from 100 to 90, increases the gain 11 1-9 per cent, the per cent. which 10 is of 90. But by the question there would have been an increased gain of 15 per cent.; there is therefore a gain of 3 8-9 per cent. (the difference between 15 and 11 1-9) to be accounted for. Now as 1 per cent. on the cost (100) is equal to 1 1-9 per cent. on the hypothetical cost (90), to produce this the gain must have been as many times 1 per cent. as 1-9 is contained times in 3 8-9 —equal to 35 per cent.—A. F. N., *Pewaukee.*

20. In the expression 100 feet, 200 feet, etc., does feet form part of the number?

Second Answer.—The following definitions are given in all arithmetics, viz: "A number is a unit or a collection of units; a unit is a single thing." Accordingly numbers have an actual existence and a collection of feet to the amount of two hundred, is a number. Of this number, the *amount* of feet (200) is the feature that distinguishes it from all other collections of feet, and the units (feet) distinguish it from 200 units of any other kind. In arithmetic expressions are used to *represent* numbers and are *called* numbers. Clearly, in these expressions, that part which represents the *units* is as much a part of the number (so called) as the part representing the amount. I answer then—feet *is* a part of the number in the expression "200 feet."— L. A. P., *Glenbeulah.*

22. Why is not all the pure air of the earth turned into carbonic acid gas, in process of time?

Second Answer.—Because a continual decomposition of carbonic acid (rather dioxide of carbon, according to modern chemistry) takes place. The dioxide of carbon produced by the process of respiration of animals, is taken up by plants which decompose the compound, retaining only the carbon and giving the oxygen back to the air.—H. W. JANSEN, *Chilton.*

23. Why are leaves green in spring and yellow in autumn?

Chlorophyl, the coloring matter of leaves, undergoes a chemical change, whereby it is destroyed and loses its green color.—*Ib.*

24. Is it Monday all over the earth at the same moment?

Second Answer.—It is not; at any point on the earth the next day commences sooner than at another point situated west from the former.—*Ib.*

Third Answer.—The answer to number 24 in the JOURNAL for September, is incorrect. It is Monday all over the earth at a given period. Before giving the question to my pupils, I had demonstrated the correctness of this position by a simple instrument made for the purpose. Draw a meridian from the equator to the north pole. Draw a corresponding line upon the sun's disk, such that at the moment of crossing these two lines would suffer superposition. The sun is approaching this line from the east on Monday near noon. It will be admitted that Tuesday commences at the opposite meridian at the moment he crosses ours. Now at the instant the heliac line is vertically above ours what day is it at opposite meridian? Not Tuesday, but Monday, midnight; hence at this instant it is Monday all over the globe, and the next instant Tuesday commences. It will be observed that each day is 48 hours upon the earth.—B. R. A.

26. Why is snow white?

Snow consists of aggregates of very small crystals of frozen water. These crystals are colorless, that is, they are pellucid to any ray of light of the solar spectrum, from red to violet. But as these minute crystals are irregularly aggregated in the snow flakes, they reflect light in every direction. This reflected light makes to the eye the impression of white color. A colorless substance reflects all rays of light without absorbing special rays. The same is the case with the many colorless minerals. A compact piece of crystalline quartz, or calcite, appears pellucid and colorless; but pulverized, the substance is opaque and white, because a pulverized substance reflects light in every direction.—H. W. JANSEN, *Chilton.*

27. What is dew? Explain the dew process.

Dew is a condensed vapor of water. By the sunbeams the different objects on the earth's surface are heated, while atmospheric air, being diathermal to radiated heat, is not heated by the sun, but by conduction of heat from the solid bodies or water on earth to the particles of the air. After sunset the solid bodies on earth lose their heat much sooner by radiation than the air. The rays of heat escape through the diathermal air into the universum, and soon the temperature of solid bodies on earth is lower than that of the surrounding air. Air always contains vapor of water dissolved. The higher the temperature of the air, the more gaseous water it is able to dissolve. The cooled objects on the earth's surface cool the portions of air immediately near them by conduction; the cooled air cannot keep as much vapor of water in solution as the air of higher temperature; the residuum of vapor is condensed to liquid water and appears in form of very fine drops on the cold body. Clear sky and motionless air are necessary for dewing; clouds would prevent radiation and winds would lead off the cooled air and replace it by warmer.—*Ib.*

28. Why are not rain drops all of a size?

Cold rain drops falling through warm air, nearly saturated with moisture cool a portion of this air and act in the same way as cooled bodies on which dew is condensed. The condensed water, in this case, enlarges the rain drops. When there is not much difference in temperature between the rain drops and the lower por-

tions of the atmosphere, the latter cannot be cooled by the drops and the size of the same is not increased.—*Ib.*

20. Why is the water of the ocean salt?

Of the substances constituting the earth's crust the greater part is insoluble in water, while others are dissolved by it. The most important of these is common salt (chloride of sodium). It sometimes occurs in immense quantities, as the rock salt layers recently discovered at many places in the northern part of Germany (Stassfurth, Sperenberg, Segeberg) evidently show. Probably the salt now contained in ocean water has been always dissolved in the same, and the great rock salt deposits are formed by evaporation of large quantities of salt water.—*Ib.*

32. Ought teachers to inculcate the practice of pronouncing the word wind, meaning air in motion, with the long sound of *i* in poetry.—H. CROUCH.

They should not. Preserving the melody does not justify the mispronunciation of a word.—N.

33. Are the sounds represented by ch and j elementary sounds? or is the sound usually represented by ch composed of the sounds of t and sh, and is the sound of j composed of d and zh, as claimed by the ancients?

They are. In the words *child, church,* etc., the sound of the digraph *ch* is somewhat harder than that of *tsh;* the position of the tongue is not the same in giving the two sounds. The same difference is observable between the sounds of *j* and *dzh;* the sound of *j* is also more explosive than that of *dzh.*—N.

Another Answer.—In regard to No. 33 the ancients seem to have been right, as any one can test by comparing the action of the organs of speech when pronouncing these consonants and the consonants d or t. The organs change their position while these are being pronounced; in d or t they have but one position.—A. F. N.

34. I have borrowed $500, and agree to pay principal and interest in five equal annual installments; if the interest is 7 per cent., what is each payment? A plain solution required.

If the money is at simple interest it would amount in five years to ($500 × 1.07 × 5)=$675.00. Now as a payment of one dollar at the end of the first year with interest for the remaining 4 years=$1.28; one at the end of 2d year, $1.20; one at the end of 3d year, $1.14; end at the end of 4th year, $1.07; one at the end of 5th year, $1.00; and would discharge a debt of $5.70. Therefore, it would require as many dollars annually to discharge $675.00 (the principal and interest) as $5.70 is contained times in $675.00; 675·00÷5.70=118.42. If the money were at compound interest, the annual payment would be $121.96, as follows: $500÷(1.07)^5=$701.275, the amount of $500 at 7 per cent. compound interest for 5 years. The amount of $1.00 for 4 years, $1.31.079; for 3 years, $1.22.504; for 2 years, $1.14.490; for 1 year, $1.07; for 0, $1.00; total, $5.75.073. $701.275÷$5.75 × =$121.96.—A. F. N., *Pewaukee.*

Second Solution.—An annuity is any sum which entitles the lender to the payment of a fixed sum at regular intervals of time. Therefore this problem comes under the case in annuities to-wit: Given, the rate, time to run, and present value of the annuity, to find the payment: Assume $1.00 as payment. The present value of $1.00 per year in five years at 7 per cent. is $4.100.197. $500, the present value of the debt divided by the present value of the annuity of $1.00 will give the value of the payment. $500÷4.100197=$121.945 × =each annual payment. To prove that the debt will be thus paid, find the amount of $500 for one year, and deduct payment; find the amount of the balance for the next year, deduct payment

and continue thus until five payments have been deducted, when nothing remains. —C. W. DAMON.

Third Solution.—The five equal annual installments are partial payments, the last of which pays the whole amount then due. Represent this amount by 100 per cent.; divide this by 107 per cent. to find the amount due the year previous; and add in the payment then made (100 per cent.) Continue thus to divide and add until we have added in the 5 equal payments. The last quotient is 410.0197 per cent. $500÷410.0197=$121,945+, the annual payment.—N.

Algebraic Solution.—Let x denote the principal of the 2d year, y of the 3d, z of the 4th, and t of the 5th. The principal of the 5th year plus its interest must be equal to the annual installment, which is $\$\frac{107t}{100}$. The interest of $500 for the 1st year at 7 per cent. is $35, which added to the principal, will give $535.

We shall now have the following equations:

$$(1.)\ 535-\frac{107t}{100}=x; \qquad (2.)\ \frac{107x}{100}-\frac{107t}{100}=y;$$

$$(3.)\ \frac{107y}{10}-\frac{107t}{100}=z; \qquad (4.)\ \frac{107z}{100}-\frac{107t}{100}=t.$$

Clearing the 4th equation, we find, that $z=\frac{207t}{107}$; substituting this for z in (3.), we have $\frac{107y}{100}-\frac{107t}{100}=\frac{207t}{107}$. Clearing this equation, we find, that $y=\frac{32149t}{11449}$; substituting this in (2.) we have $\frac{107x}{100}-\frac{107t}{100}=\frac{32149t}{11449}$, from which we find, that $x=\frac{4439943t}{1225043}$; substituting this for x in (1.), we have $535-\frac{107t}{100}=\frac{4439943t}{1225043}$, from which we find that $t=\frac{65539900500}{575073901}$, and $\frac{107t}{100}$, or the annual installment equals $\frac{65539900500\times1.07}{575073901}=\$121\frac{543644514}{575073901}$ $=\$121.945+$.—PET. SCHNEIDER, *Gibbeville.*

35. On what meridian does Monday, or any other day first begin?—P. SCHNEIDER.

36. Divide 21 into two such parts, that, if the less number be divided by the greater, and the greater by the less, and then the greatest quotient multiplied by 1, and the less by 25, the results will be equal, what are the parts?—*Ib.*

37. There is a board 12 inches long, 3 inches wide at one end, and 9 inches at the other; where between the two ends would the board be separated to have an equal number of square inches in each end?—*Ib.*

38. How is a piece of board, 16 inches long and 9 inches wide to be cut in pieces in order to cover a square hole of one foot square?—*Ib.*

39. A and B bought a hog which weighed 500 pounds, and each paid ten dollars. A agreed to take his share from the hind part of the hog, for which he had to pay 2 cents more for each pound than B; how many pounds did each receive for 10 dollars?—*Ib.*

40. How many Continents are there?—*Ib.*

41. Whose duty is it to furnish the school room with wash pan, towels, combs, etc., and see that the interior of the school house is thoroughly cleansed at least once during a term?—ADDIE BRITTON, *Alma.*

42. If one should start from Madison at noon on Monday, and going west, go round the earth in twenty-four hours, he would reach Madison again at noon on Tuesday; but he would have found no night. Where in his travels would first find people calling the day Tuesday? In other words, at what meridian do the days begin?—ALPHA.

43. A can perform a certain piece of work in 8 days, and with the help of B in 3 days. B can perform the same in 9 days, and with the help of a in 4 days. How many days, both working together, will be required to perform the work? A comprehensive arithmetical analysis required.—*Ib.*

44. $\left(\begin{array}{l} x^2-y^2=24; \\ xy+x+y=47; \end{array}\right)$ To find x and y.—N.

Educational Intelligence.

WISCONSIN.

STATE CERTIFICATES.—Twenty different candidates, thirteen being gentlemen and seven ladies, participated in the examination for State Certificates, held in July last, at the close of the Association. Certificates were awarded to fifteen of the whole number, as follows:

First Grade—To Miss ETTA S. CARLE, MARTHA A. TERRY, THOS. B. BROUGHAM, W. A. DELAMATYR, J. ALEX. GAYNOR, D. E. HOLMES, SAMUEL SHAW.

Second Grade—To Miss MARTHA E. HAZARD, MRS. MARY E. HOLMES, Miss MARION HILL, MRS. FRANCES B. MCINTYRE, HOSEA BARNS, CHARLES LAU, I. N. STEWART, L. J. TORREY.

NEW COUNTY SUPERINTENDENTS.—Several resignations and appointments have taken place. In the East District of Dane county, THEO. D. KANOUSE, resigned, is succeeded by Hon. W. H. CHANDLER. Though Mr. KANOUSE had not, we believe, had extended experience as a teacher, he has a natural tact for discipline and making others work. His administration has been judicious and effective. East Dane has gone forward. The only thing to regret, in reference to the incumbency of Mr. CHANDLER, is that he is understood to be unwilling that it shall be any thing more than temporary. We have not learned who will be put in nomination in place of Mr. KANOUSE.

HOSEA BARNS, of Kenosha county, who resigned to take a position in the Racine schools, is succeeded by T. V. MAGUIRE. We have no acquaintance with Mr. MAGUIRE, but feel assured that the successor of GRAHAM and BARNS will be up and doing. We observe that he holds an institute and examination in Kenosha, commencing October 3d.

In Winnebago, the indomitable SAMUEL SHAW, who succeeds Mr. HOLMES at Berlin, is himself succeeded by H. A. HOBART, an experienced practical teacher, who will, it is believed, prove the right man in the right place.

In Vernon county, O. B. WYMAN succeeds J. K. WRIGHT, resigned. It is supposed that three of these appointees, Messrs. MAGUIRE, HOBART and WYMAN, will be nominated and elected for a full term.

The address of the new superintendents is: W. H. CHANDLER, Sun Prairie; T. V. MAGUIRE, Paris; H. A. HOBART, Winneconne; O. B. WYMAN, Hillsborough.

OSHKOSH NORMAL SCHOOL.—The opening, which was delayed from non-arrival of the furniture, took place with appropriate ceremonies, on the 19th of September. The prospects for a good attendance we understand are encouraging. Thus is supplied a much needed extension of the means for training our teachers for their work. We expect to hear good accounts from the school. At a recent meeting of the board of Normal Regents, the following resolutions were adopted:

Whereas, Prof. Robert Graham, having been elected Professor of the Theory and Art of Teaching in the Oshkosh Normal School, has resigned his position as Agent of this Board. therefore

Resolved—First, That we recognise with pleasure the faithful and laborious services in the institute work rendered by Prof. Graham to the Board of Regents of Normal Schools, and the signal benefits resulting therefrom to the common schools of the State.

Resolved—Second, That our best wishes for his continued success go with him in his new and important field of labor."

MONROE.—R. W. Burton has entered upon his fourth year as Principal of the Monroe schools. His present associate teachers are as follows: *High School*—

Miss F. A. Dwight, 1st assistant; Miss Lucy Rathburn, 2d assistant. *Grammar School*—Mrs R. W. Burton, Principal; Miss C. West, Assistant. *First Intermediate*—Miss C. Williams, Principal, Miss M. White, assistant. *Second Intermediate*—M. A. Blair. *Third Intermediate*—Miss F. M. Miner. *First Primary*—Miss E. Woodman. *Second Primary*—Miss E. Van Wagener. *Third Primary*—Miss A. S. Banks. *Fourth Primary*—Miss J. M. Galusha. A normal class has recently been organized, with flattering prospects of success. The walls of our twenty-thousand-dollar school building are ready to receive the roof. Our School Board deserve much credit for the energy displayed in this good work. We expect to spend the winter in our new school house.—*Com.*

PORTAGE COUNTY.—Superintendent FELCH, in a circular to his teachers, very appropriately suggests, "If every pupil under your charge is not growing stronger intellectually and morally, under your teaching, study out a reason and find a remedy. You are responsible not only for the advancement of your pupils reading, spelling, arithmetic and geography, but to some extent for the habits they are forming; for their conduct on the street and in society; for their success in life. You and your successors will probably decide whether those children are to be good industrious members of society, or a curse to the communities in which they shall live. You are responsible too for the regular attendance of your pupils. Visit the parents and by showing a kindly interest in their welfare and their chidren, they will be induced to accede to your wishes. Make your schools pleasant, and the children will not wish to stay away."

BELOIT.—We learn that Mr. CHARLES F. EASTMAN, the present Principal of Beloit High School, graduated at Amherst in 1869. Since his graduation he has been engaged in teaching, some portion of the time, at Wilmington, Delaware.

BRODHEAD.—A correspondent writes us: Our schools open encouragingly. We have put in a new department and reorganized generally this term. The following is the roster of teachers, viz.: Principal, Albert Salisbury; Mrs. C. S. Harrington, High School Assistant; Miss Leah E. Myers, Higher Grammar Department; Miss Mary L. Aspinwall, Lower Grammar Department; Miss Agnes McCollum, Higher Intermediate Department; Miss Jane Richards, Lower Intermediate Department; Mrs. Kate Clawson, Higher Primary Department; Miss Amelia Woodworth, Lower Primary Department; Miss Ellen W. Crosby, South Side Primary Department.

OMRO.—The vacancy caused here by the death of Mr. STACY is filled by Mr. LEWIS FUNK, a graduate, in 1870, of the Platteville Normal School. Mr. FUNK has been teaching in Platteville.

RACINE.—Mr. ALBEE'S successor in the High School is H. O. SNOW. We have learned nothing of his antecedents further than this—he is a Western teacher, from Belvidere, Illinois, where he was much liked. Mr. ALBEE'S successor, as City Superintendent, is D. W. EMERSON, Esq. Mr. HOSEA BARNS, Principal in the 5th Ward, has the following corps of teachers: Assistant, Miss Fannie Thornton; in the 1st Primary, Miss L. M. DeDiemar; in the 2d Primary, Miss M. A. Jones; and in the 3d Primary, Miss F. M. Barr.

The Institutes.

Below we give notices of the Institutes as far as they have come to hand. The State Superintendent was unable to fill his appointments for the last week in September, in consequence of temporary illness.

CALUMET COUNTY.—The Normal Institute held in Calumet county—two weeks at Chilton and two weeks at Stockbridge—was a great success. The attendance

was eighty-five, which embraced every teacher in the county, I think. This is due to the fact that Calumet county has a *live* county superintendent, A. W. Hammond, an excellent teacher and a faithful and honest officer. When it became known in the Institute that he was to resign his office to take charge of the Stockbridge graded school, many of the teachers determined to go to school to him this winter. The teachers of Calumet county none of them hold a first grade certificate, but will compare favorably with the second and third grade teachers of any county in the state. I wish to mention specially M. C. Fisher, Principal of the Chilton school, as having one of the best conducted schools in the state, and H. W. Jansen, a young German, as yet but imperfectly acquainted with our language, who has a more thorough knowledge of mathematics and natural science than many professors of these branches in colleges. These two, with Mr. Hammond, added materially to the success of the Institute. I heard universal praise of Capt. W. A. DeLa Matyr, of Elkhorn, who preceded me as conductor of the Institute. Special attention was paid to the constitution, which will be taught in every school in the county this winter, and orally in general exercises, using books only for reference.

As a natural result of the character of the teachers in Calumet county, there is a large club of subscribers to the JOURNAL OF EDUCATION. A. O. WRIGHT.

COLUMBIA COUNTY.—From a full report by the Secretary, L. B. COPELAND, we learn that the Institute at Portage was quite successful. It opened Monday, August 28, with thirty-one members, and closed on Friday following. The exercises were conducted principally by Prof. ALLEN, and on the last day, he being called away, Supt. LLOYD took charge. Among the episodes, was a zoölogical excursion to VAN AMBURGH'S territory, followed by a lecture on zoölogy, by Prof. ASHLEY, of the Portage High School. The teachers testified their appreciation of Supt. LLOYD'S services and their regret at his expected resignation, by the gift of a valuable gold chain.

DANE COUNTY; (*West District.*)—We have received no account of the four weeks' Institute held at Middleton, and in charge of B. M. REYNOLDS, Principal of the Madison High School, but we have various assurances that it was very successful and satisfactory. Supt. COOLIDGE is apparently doing all he can to bring up the standard of both schools and teachers. Mr. BROUSSEAU, Principal at Black Earth, gave what is much lacking, instruction in singing.

GREEN LAKE COUNTY.—A six weeks' Institute, with sixty or seventy in attendence, is in session here, of which we hope to hear good accounts. A call for "Constitutions," indicates that the teachers intend to be posted in that direction.

JACKSON COUNTY.—The *Banner*, of Black River Falls, says: The Normal Institute for this county has been in session at BUMP & PORTER'S hall, in this village on Tuesday, Wednesday, Thursday and Friday of this week, under the supervision of Supt. J. K. HOFFMANN, and was better attended than ever before. It has been a very interesting session, interspersed with educational exercises, lectures, essays and vocal and instrumental music. On Wednesday evening we had the pleasure of listening to a plain, practical and common sense address to teachers and parents by Prof. C. H. ALLEN, of Platteville, and must say it was the best lecture of the kind we ever heard. We have not room to speak of all the exercises during Wednesday evening, (the only time we were present,) but will publish the entire proceedings next week. The School will be continued until the end of the month, and all the teachers in the county who possibly can should attend.

JUNEAU COUNTY.—A four weeks' Institute, held at New Lisbon, closed Septem-

ber 16. Prof. Allen was present the first week, Mr. Grigsby, a graduate of Platteville, the second, Rev. A. O. Wright third, and the Superintendent, Mr. Barney, took entire charge the fourth. Lectures were given by Prof. Allen and Superintendent Fallows, and by Revs. White, Wright and Colver. Thirty-seven teachers were in attendance, and a good step forward has been taken for Juneau county.

ROCK COUNTY (*East District*).—From Miss Jennie E. Little, "reporting committee," we learn that the Teachers' Association of that district, held a regular quarterly session at Fulton, September 17. Superintendent Harris made some happy remarks at the opening; Miss V. Gilman conducted an exercise in Reading; E. T. Morgan read an essay on the Wants and Deficiencies of our Common Schools, and how to Remedy them; G. H. Rummill presented Speling; Miss O. V. Taggart conducted a class in Mental Arithmatic; How to teach History was discussed; Primary Grammar was presented by E. T. Morgan; Superintendent Harris answered "general questions," and Miss Little read a Poem, entitled "Farewell," and the Association adjourned, "feeling the session had been not only pleasant, but extremely profitable; and that we were doubly strengthened to push forward in that reponsible mission—the teacher's life work."

GENERAL.

THE NATIONAL CONVENTION.—We avail ourselves of a notice of this meeting in the *National Teacher*, which by the way is taking high rank as an able and enterprising Educational Journal, and the editor of which, as will be seen, was elected President for next year:

"The meeting of the National Educational Convention, held at St. Louis, August 22–24, was a gratifying success. Owing to the refusal of the eastern railroad companies to make satisfactory arrangments, the attendance, especially from the east, was not as large as was anticipated. The west was, however, quite well represented, and the enrollment was considerably larger than that of last year. The number of states represented was larger, we believe, than at any previous meeting. The three National Associations were consolidated last year at Cleveland, and the happy issue of the first meeting under the new constitution attests the wisdom of the change. The four sections held sessions three half days, though the Normal Section and the Superintendents' Section were obliged to hold two joint sessions. The Presidents were as follows: National Educational Association, Hon. J. L. Pickard, of Illinois; Elementary Section, A. C. Shortridge, of Indiana; Normal Section S. H. White, of Illinois; Superintendents' Section, Hon. W. D. Henkle, of Ohio; Department of Higher Education, Eli T. Tappan, of Ohio—all of whom won high commendation. President Pickard not only presided in a most admirable manner, but he gave personal attention to every thing which could contribute to the success of the meeting. His financial management received the hearty praise of the Board of Directors. It is believed that the arrangements for the annual meeting were never before made at so small a cost. St. Louis also deserves special commendation for the hospitable manner in which she received the Association. A carriage ride to Shaw's Garden and a railroad excursion to Iron Mountain were added to the most complete arrangements for the sessions. Deserved praise was awarded the local committees, of which Supt. W. T. Harris was chairman. The following are the principal officers for the ensuing year:

"*National Educational Association.*—President, E. E. White, of Ohio; Secretary, S. H. White, of Illinois.

"*Elementary Section.*—President, Miss Delia A. Lathrop, of Ohio; Secretary, L. H. Cheney, of Missouri.

"*Normal Section*—President, C. C. Rounds, of Maine; Secretary, N. Newby, of of Indiana.

"*Superintendents' Section*—President, John Hancock, of Ohio; Secretary, A. C. Shortridge, of Indiana.

"*Department of Higher Education*—President, James McCosh, of New Jersey; Secretaries, Eli T. Tappen, of Ohio, and E. H. Safford, of Illinois.

"Arrangements were made for the speedy publication of the proceedings of the Association, including the addresses and papers and abstracts of the discussions.

The Publication Committee consists of W. E. Crosby, of Iowa (Secretary for 1870 and '71); S. H. White, of Illinois; N. A. Calkins, of New York, and W. D. Williams, of Georgia."

AMERICAN INSTITUTE OF INSTRUCTION.—We are indebted to the same source for the fo lowing notice:

"The forty-second annual meeting of this Educational Association, was held at Fitchburg, Mass., July 26–28. The meeting is reported one of the best yet held. Addresses were delivered by Gen. John Eaton, National Commissioner, Supt. W. T. Harris, of St. Louis, Rev. H. N. Hudson and C. C. Perkins of Boston, Hon. H. K. Oliver, of Salem, Prof. D. C. Gilman, of Yale College, President Richard Edwards, of Illinois, Hon. Joseph White, of Massachusetts, Hon. Warren Johnson, of Maine, and N. A. Calkins, of New York. Several of the topics discussed were of great practical importance. Abner J. Phipps, State Agent of the Massachusetts Board of Education, was elected president for the ensuing year. The Institute resolved to continue its work upon its present and former plan, and adjourned to next year."

ILLINOIS.—The Third Annual Meeting of Principals, in July, at Rockford, seems to have been a pleasant and profitable one. The President, AARON GOVE, of Normal, recognized in his Address a growing tendency to permanence in the teacher's position, but thought expensive school houses and pledges to railroads had the effect to lower teachers' wages. Compulsory school attendance was discussed at the meeting, but without reaching any definite conclusions. W. L. HARRIS, Superintendent of Schools in St. Louis, read a Paper on Primary Teaching, recommending Leigh's Phonic System, and advocating thoroughness in method in a few elementary points, as more valuable than any attempt to give a superficial knowledge of many subjects. In the discussion of the relative time to be given to the different branches below the High School, an oral course, to precede all text-books, was very sensibly advocated by one speaker.

S. H. PEABODY, formerly principal at Fond du Lac and Racine, and more recently one of the Professors in the Chicago High School, has taken a position in the Massachusetts Agricultural College, at Amherst. "Mr. Peabody has achieved an enviable reputation in his educational work," says the Chicago *Schoolmaster*, "and his friends are confident of a brilliant future for him."

OHIO.—The Board of Examiners granted State Certificates, at the late examination held at the close of the examination, to fifteen candidates—not a larger number than in this state.

Hon. W. D. HENKLE, State Commissioner or Superintendent, has resigned, to take a better paid position as teacher, and T. W. HARVEY, Superintendent at Painesville, has been appointed his successor.

WEST VIRGINIA.—The State Association met in June, and the session was largely in the nature of a State Institute. The principal instructors were Hon. E. E. White, editor of the *National Teacher*, and Prof. F. A. Allen, of Pennsylvania, and Prof. Robt. Kidd, of Indiana.

YALE graduated 102, and has a freshman class of over 200. The election of Dr. PORTER, as President, in place of Dr. WOOLSEY, who retires at the age of seventy, after more than twenty-five years' service, is regarded as a triumph of the conservatives as distinguished from the friends of the "new education." Good for Yale.

DARTMOUTH graduated 67; Bowdoin 11; Cornell 40 of all sorts; Michigan University 105, of all degrees, 62 being in the regular class.

HARVARD graduated 157 this year, the largest class ever sent out.

Odds and Ends.

WHAT would this world be without women? A perfect blank—like a sheet of paper, not even ruled.

A GIRL who is now called a "beautiful blonde," would a few years ago have been termed a "tow head." Such is life.

PROF. AGASSIZ pronounces the big California tree, a section of which was taken to Boston, to be over eighteen hundred years of age.

A FOREIGN GENTLEMAN declares that he can tell whenever he crosses the border of Massachusetts, because all the women begin to have "views."

"IMPERCEPTIBLE SWITCHES" are announced for sale. These, of course, are for young ladies, but what the small boys want to see announced are impalpable switches.

A WESTERN PAPER describing the *debut* of a young orator, says: "He broke the ice felicitously with his opening, and was almost immediately drowned with applause."

EVE had some advantages that no other married woman ever enjoyed, chief among which was that her husband could never lacerate her heart by telling "how his mother used to cook."

A MOTHER-IN-LAW in Lansingburg, New York, is trying to rid her eyes of a quantity of red pepper, which in some strange way or other came through the keyhole of her daughter-in-law's room.

MANY young children and half-grown girls are afflicted with curvature of the spine, which is produced, the doctors say, by requiring them to practice several hours a day on the piano, without any support for the back or feet.

A CRAZY MAN having got into the gallery of the Senate of the United States during a rambling debate, was taken out, the Sergeant-at arms telling him that he was "out of place in that gallery." "That's so," said the lunatic; "I ought to be on the floor with the Senators."

A SCHOOLMASTER in Bridgeport, Conn., who asked a small pupil of what the surface of the earth consists, and was promptly answered "Land and water," varied the question slightly, that the fact might be impressed on the boy's mind, and asked, "What, then, do land and water make?" to which came the immediate response, "Mud."

A GOOD DEACON once said to the wife of a clergyman, whose salary was small, that it was a good thing for ministers to have limited means. It tended to increase their faith, and to make them more spiritual. To which it was replied, that if it was a good thing for ministers, *why not also for the deacons and for the other members of the church?*

MR. JOHN STUART MILL does seem to know everything. Not only is he a great philosopher, archæologist, and botanist, but he sketches admirably, and is a very fine pianist. Imagine Mill, after giving an exhaustive dissertation on some abstruse point in political economy, seating himself at the piano and launching out into variations on "Old Rosin the Bow!"

A MICHIGAN JOURNALIST declared in his paper that a rival editor has seven toes. The rival editor thereupon came out in a double-leaded article, in which he denounced the statement as untruthful, and declared that the "author of it was a liar and a scoundrel." The first journalist replied that he did not for a moment wish to have it understood that all seven of these toes were on one foot. And now the rival editor asks his readers, "Are these subjects which ought to be discussed in organs whose duty it is to mold public opinion?"

BAD BOOKS.—When you see a wicked book; when you find in a book anything which contradicts God's word, cast it away, trample it under your foot, believe that it is the devil tempting you by his cunning, alluring words, as he tempted Eve, your mother. Would to God that every one would make it a rule never to look into an evil book or a filthy ballad! Can a man take a snake into his bosom and not be bitten? Can we open our eyes and ears to the devil's message, whether of covetousness, or filth, or folly, and not be haunted afterwards by its wicked words, wicked words, rising up in our thoughrs like evil spirits, between us and our pure and noble duty, our baptismal vows!

Literary Miscellany.

A GREAT MANY LETTERS fail of reaching their destination because they are not directed in a clear, bold hand, which can be easily read by the busy clerks of the Post-Office. Usually the name of the person to whom the letter is sent is legibly written across the middle of the envelope, while the names of the town and state are written less plainly and often put in abbreviation at the lower corner. But the most important fact to be determined by the Post-Office clerk is the place to which the letter is to be sent. When it reaches its destination there is usually very little difficulty in finding the person for whom it is meant. It has been suggested that the names of the city and state be written first on the envelope, and in a bold hand, and the name of the person to whom the letter is sent given at the bottom, in this way:

Madison,
Wisconsin.
For the
Journal of Education.

When a letter is directed as above, please remember to inclose one dollar and fifty cents for the JOURNAL OF EDUCATION.

COLORADO FOSSILS.—Abundant evidence in the shape of fossil remains, is to be found in that portion of Colorado lying east of, and contiguous to the base of the mountains, extending from north to south through the entire length of the Sierra Madre, that this region has had a tropical climate. Fossil lions, tigers, leopards, and other tropical animals have been found in Nebraska several degrees north of us. We have sections of an elephant's tusk picked up on the range between Fairplay and Breckenridge. Of vegetable remains—the tropical fern, the palm leaf, the lemon, and the cocoanut, are found in abundance. In the clay formation overlying our coal measures the perfect impressions of immense palm leaves are found on all hands. In sinking a shaft near Erie, the Rev. Van Valkenburg found the impression of palm leaves four feet long at almost every foot he descended. Elsewhere we have mentioned a petrified lemon now in his possession. In a lime ledge near Boulder are petified cocoanuts in large numbers. Besides our remarkable coal measures, fifty-two feet in thickness, all evidently of vegetable origin, point unmistakably to the fact that these things were produced by the same influences now found in tropical regions. Now the question arises, and to which the attention of scientific men is directed, when and how were they produced? Did we once have the equator where we now are? If not, then how have we these formations here? And if so, then what produced the change, and placed the poles where they now are? Was the change sudden or gradual? Could the upheaval of our mountain range, running from pole to pole have so disturbed the balance as to cause the earth to swing round? These are serious questions that science may throw light upon sometime in the future.—*Colorado Miner.*

THE FALSE EDUCATION OF OUR DAUGHTERS.—The English nobleman who sends to Paris for his daughter's dresses is reasonably certain that he, and his daughter's husband after him, can continue sending, and that in the training of his child he is fostering no habit which cannot be rightfully indulged in. The American knows, if he knows anything, that the habits of luxury in which his child is reared unfit her for the duties of the life to which she will in all likelihood be called—that he cannot hope that his family wealth can long survive him, any more than that his daughter will love a man to whom that wealth will be unimportant. Experience and observation alike tell him that wealth in this country rarely continues in a family three generations, and that at any time he may find himself a poor man again. Yet he regulates his life and that of his children as if his wealth and theirs were assured forever, and as though the habits of a lifetime were to be broken like wisps of straw. His daughters are not fit to marry any but the rich men they experience so much difficulty in finding, and a man of moderate means is careful to avoid asking them to change their habits of life. There are few sadder pictures than the one we see when some such woman of braver heart than most of her sex chooses the portion of a poor man's love and vainly seeks to adapt herself to a life of which she has hitherto known nothing. The habits of her girlhood bind her like strong fetters, her ignorance of domestic duties weighs her

to the earth, the loss of social position or the fevered efforts she makes to support it wear out her life in bitter repinings, until her health gives way and she dies, leaving her faults to vex the world in her children, and her virtues undiscoverd save by the husband, who hides from himself all else of her memory.—*Lippincott's Magazine.*

MANLY WOMEN.—Is it a paradox or a truism to say that the most manly woman is most womanly, the most womanly man most manly? Should not the dualism of nature find here its fullest expression? What else did the old Greeks mean when they said that Minerva sprang full-fledged from the brain of Jupiter? How else should she comprehend man's thoughts? And how could any man get near enough a woman's soul to make a marriage if he had not lain for months near a woman's heart, before time was for him, or light, or the flowing of tides; when the "earth was without form and void, and only the spirit of God moved upon the face of the waters?" The old Greek mythology meant—not that all gods were men—but that all men were gods, that men and women sum up within them all powers and attractions, all matter and motion, all harmony and color, all aspirations and completion. Nature, therefore, before she creates, summons together all her forces that each may give its gift, and that no lame, one-sided creature may reproach the mother of us all. That no woman may be solely feminine, she has a father, and every man a mother. All time has prophesied and nature worked for this. Before the heavenly councils were the earthly. Nature's first mathematics were that it takes two to make one. The very trees and shrubs grew up to it. Winds wafted it and waters sang it as the plant seeds floated by to mate.—*Golden Age.*

MOTHERS.—Many a discouraged mother folds her tired hands at night, and feels as if she had, after all, done nothing, although she has not spent an idle moment since she rose. Is it nothing that your little helpless children have had some one to come to with all their childish griefs and joys? Is it nothing that your husband feels "safe" when he is away to business, because your careful hands direct everything at home? Is it nothing, when his business is over, that he has the blessed refuge of home, which you have that day done your best to brighten and refine? O, weary and faithful mother, you little know your power when you say "I have done nothing." There is a book in which a fairer record than this is written over against your name.

New Publications.

BOOKS.

THE UNCIVILIZED RACES, or Natural History of Man. By Rev. J. G. WOOD, M. A., F. L. S., etc., etc.

This truly interesting work gives an account of the manners and customs of uncivilized races of men in all parts of the world. It is compiled by Rev. J. G. WOOD, a gentleman widely known in scientific circles. It is profusely illustrated with engravings of the different classes of inhabitants, warlike implements, villages, etc., most of them being taken from photographs of the actual objects. There is no other work of the kind published. The valuable information contained in it has been obtained from scores of works, from accounts of travelers, etc. It must prove a very popular work. Published by J. B. Burr, Hyde & Co., 123 S. Clark St., Chicago, Ill. See advertisement of this firm on second page of cover.

KNOTS UNTIED; or, Ways and By-Ways in the Hidden Life of American Detectives. By Officer GEO. S. MCWATTERS, late of the Metropolitan Police, New York.

This book has a painful interest, as a record of startling experiences among criminals of all sorts, and illustrates the proverb that truth is stranger than fiction. The philanthropist will be glad to find that the author is hopeful of the improvement of our civilization, despite his familiarity with the darker phases of humanity. Published by J. B. Burr, and Hyde, Hartford, Conn.

AN ELEMENTARY ALGEBRA for Schools and Academies. By JOSEPH W. WILSON, Professor of Geometry in the Central High School of Philadelphia.

The author has aimed, and we think with a good degree of success, to make this manual clear, practical and properly progressive. This will tend to facilitate the introduction of the study into schools where the pupils are not very mature. We are

also pleased to see a good deal of the analytical method with which the pupil has already become familiar, in mental arithmetic. The type founders, printers and binders have done their part well, and as the book is printed on good, firm, clear paper, it presents a very creditable appearance. Published by Eldredge and Bro., No. 17, N. Seventh St., Philadelphia.

M. TULLII CICERONIS CATO MAJOR DE SENECTUTE, LÆLIUS DE AMICITIA. With Explanatory Notes. Ry E. P. CROWELL, Moore Professor of Latin, and H. B. RICHARDSON, Instructor in Latin, in Amherst College. Philadelphia: Eldredge & Brother.

These treatises of the Roman Everett are among the most pleasing and instructive productions of pagan antiquity. We occasionally take up a copy of Anthon's edition of 1842, and always find something to charm. Since Anthon's, no edition has appeared before this, which seems to combine all that is needed in a school classic, and the book is very neatly gotten up withal.

MANUAL OF READING—In Four Parts: Orthophony, Class Methods, Gesture and Elocution. Designed for Teachers and Students. By H. L. D. POTTER.

The scope of this book is comprehensive. It discusses first what must be considered the foundation of all good elocution—voice training and chest developement; then come methods of teaching, for classes of different grades; next gesture is treated, and finally elocution proper with a chapter on rhetoric. All this takes up about half the 418 pages and is followed by appropriate selections for practice. From a cursory examination, we should judge the compilation was well executed. New York: Harper and Brothers.

THE FIFTH READER.—By LEWIS B. MONROE, Superintendent of Physical and Vocal Culture in the Public Schools of Boston, Mass. Philadelphia: Cowperthwait & Co.

Boston progressiveness and Philadelphia conservatism combined augur a happy medium. This *Fifth* Reader, of a series, is published first, but the other numbers we are told are soon to follow. Part I, on Physical and Vocal Training, shows that the author is master of his subject, and the exercises which follow, as Part II, are not only well selected for their purpose but are chaste and elevating in character, unlike many to be found in some books of the kind. The book is beautifully printed and well bound.

THE ILLUSTRATED PHRENOLOGICAL JOURNAL. To all who subscribe for the *Phrenological Journal* for 1872 before the first of November, 1871, will be sent the October, November and December numbers *free*. This offer is made to all new subscribers, so now is the time to get three months free. Address S. R. Wells, Publisher, 389 Broadway, New York.

Miscellaneous Items.

MESSRS. WILSON. HINKLE & CO., the well known educational publishers, in Cincinnati, have opened, at 28 Bond street, a branch office of the Cincinnati House, to facilitate the introduction of the Eclectic Educational Series, and for the accommodation of their friends, who may wish to look over their publications, or inquire concerning them.

TABLETS.—We have received specimens of the "Erasable Drawing and Writing" and of the "Spelling and Composition" Tablets, furnished by the American Tablet Manufacturing Company, of Boston. A soft lead pencil is used, and to erase, a damp woolen cloth. The tablets are very neatly made, look durable, are light and much more convenient and cleanly, especially for little children, than a slate. The Drawing and Writing Tablets have figures and letters upon them to copy.

THERMO-WATER CURE.—A well appointed and successful establishment for applying this curative process is located, as our readers know or should know, in Milwaukee. It is not pretended that it will absolutely cure everything, but in judicious hands it is far more agreeable and far less dangerous, than medication by drugs, and often succeeds when other means fail. The editors of the JOURNAL can testify from experience, that it is "pleasant to take." See the advertisment.

THE ART DIVINE.—We call attention to Prof. BRAND's card on the second page of the cover. The Professor has an able corps of assistants, and his Academy is becoming known all over the State. Singing, which ought to be universal, is the exception in our families and schools, rather than the rule.

SINGER'S SEWING MACHINE.—The venders of this machine, not without good reason, call attention to their very large sales, as an evidence of its excellence and popularity. See comparative table of annual sales of different machines on our advertising pages.

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MENTAL VISION.

BY AMOS WHITING, TREMPEALEAU.

(Read before the State Teachers' Association, July 12, 1871.)

In the examination of any department of physical, mental or moral science, with a view to obtain knowledge or wisdom therefrom, four questions may properly be considered: What are the facts in the case? What laws underlie and control the matter in question? What false relation does man at present sustain to those laws? What improvements can be made, and what remedies applied?

It is a matter of encouragement to the searchers after truth and the investigators of the laws of nature, that no truth is wasted. No truth stands isolated and alone, having no mission to perform and no connection with man and his surroundings.

The discovery, the grasping and comprehension of an abstract truth by simply extending the circle of human knowledge, may have a certain strengthening and elevating influence on the mind; but if that were all, then human endeavor would be robbed of its strongest incentive and its brightest glory. But it seems that in strict accordance with the general fitness of things, the more grand and sublime the truth is in itself, abstractly considered, the more glorious are the resulting consequences. If the discovery is in the world of physics, then the forces of nature are thereby better made to minister to man's physical needs. If it relates to the problem of human life, to the hidden mysteries of our being, then that truth becomes a light to guide us in the paths of health and happiness. If it is in the realms of intellect, then shall we so learn to unfold and develop the mental faculties that man may become a power in the earth for good and not evil. If it relates to our spiritual nature, then shall the acknowledgment and understanding of that truth be a means in our power of rising nearer the great source of truth and fountain of life. And in the examination of the question

indicated, it is with no intent to astonish with anything new or wonderful, but simply to deduce from known facts and experiences the true theory of education.

Observation and experience teach us that the mind receives all its impressions ot the outer world through the medium of the senses and mainly through the eye and ear. It matters not for our present purpose what the true theory of the nature of light may be, neither is it necessary to consider the philosophy of sound, but simply to note the most obvious facts relating to the mental impressions received through the mechanism of the eye and ear. It is now conceded that when we see with the natural eye, the image or picture is formed on the retina, and that the mind somehow takes cognizance of the fact and retains the impression as an ever present reality, or stores it away in the memory ready to be recalled as the will or judgment shall dictate. What we have ever really seen, that is, noticed carefully, we are afterward enabled to to describe with minuteness and accuracy; we recognize it readily, when brought in contact with it again however unexpectedly; especially do we notice any change, even the slightest, which prevents the new picture from being an exact pattern of the original.

The scenes of our childhood—that season of life when the mind is most impressible—are indelibly fixed on the memory; countless little incidents trival in themselves but which interested us then, are being constantly re-enacted before our minds with all the vividness of the first impression. The little brown school house, the old mill, and the interdicted pond are before us. We people these haunts with living forms as of yore. There are the torn pants, a world too wide and short, held by a single suspender, the red hair, the faces stained with licorice, the inevitable big, mean boy, and hateful girl; we could recognize them and call them by name to-day, if before us in person as then. Sights and scenes that gave us extreme pleasure and enjoyment often return to the mind unbidden even in times of trouble and unrest, as fresh and real as at first. Scenes of horror follow us at intervals like a spectre all our days. We see them in the dark as well as in the light of day; we close our eyes, but the mind's eye is ever open. The child covers up his head in the bed clothes to shut out the hateful vision but it will not depart at the bidding. We see the words that we have studied carefully, as distinctly as on the printed page; and in oral or written formation of those words by another, if a letter be misplaced, omitted or added, the mental picture is marred and we detect the error. We see the configuration of the countries of the earth, their locations and surroundings, as we saw them on the maps which we studied, and frequently in the same colors. Charts, diagrams and pictorial illustrations preserve their proportions and relative positions in the mind. Who among those present

to-day that studied Olney's geography cannot now see the tiger's visit, with the luckless Asiatic, spear in hand, in his headlong flight, falling to the left with his scared face turned back upon his pursuer, who with open mouth is almost upon him?

Though the light of the body is the eye, and though it may be true that the most pleasurable and at the same time most permanent instruction enters at the eye, still the mental pictures formed by the sound wave striking on the drum of the ear and thence carried by the sensory nerves to the brain, are no less truthful, brilliant or lasting. We hear one quality of bird voice and a robin is before us, true to life; another, it is a blue bird; another, the jay. A croaking salutes our ears and it is a crow or raven, black, cunning and impudent. Tell a child a story of a bear, and as he listens with open mouth and eyes, his untrained faculties, coupled with his instinct of fear, will picture a monster like the one described by the back woods preacher who was recounting the story of the prophet and the two bears; and when he noticed a look of incredulity on the faces of his auditors, delared that they were "none of the common kind of the woods, but great gospel bears, with iron teeth and brass jaws;" and it will take years perhaps to erase the impression thus formed. Let a timid young person, whose judgment is not matured, read of ghosts and goblins while that natural instinct which dreads the supernatural yet is fascinated by it, controls the mind and overmasters the judgment, and frightful forms, blue devils and gray, troop through the brain and hold high carnival, and nothing but a protracted course of severe mental purification and discipline, with the united aid of the strengthened judgment and will, can completely exorcise them. A strain of impassioned eloquence will sometimes cause thousands to see men and things not present, exactly as the speaker himself sees them, and that too contrary to their inclinations and even their judgment.

Then by the ear we see as well as by the eye, and by neither unless the mind takes cognizance of the outer impressions. So there is consistency in the apparently absurd saying, I see; I see; says the blind man; and perhaps no man ever lived who possessed a keener, livelier or more intense and far-searching mental vision thad did the blind poet, Milton. The objects presented to the eye are constantly changing and no permanent impression is retained on the retina; the sounds reaching the ear vibrate on the auditory nerves but for a moment and are gone forever. Yet the mental visions, when the conditions are favorable, not only possess the same clearness, precision and truthfulness of outline and finish as the natural, but they are photographed on the mind and firmly fixed, and seldom or never entirely effaced. Though they may become dim and almost forgotten, some slight circumstance will bring them back in all their freshness.

This quality of permanence in the mental pictures impressed on the brain through the instrumentality of sight and hearing, is the most important principle in our intellectual organization. Without it accumulative knowledge would be impossible. An endless succession of the most brilliant illuminations from without might flash upon the mind through the eye, and as rapidly go out in darkness and leave no sign. The grandest conceptions of the human intellect and the most glorious truths of divine inspiration, might be portrayed in words that burn into the very soul with a force that shall set in motion all the powers of our spiritual nature, enable us to see as angels see for a moment only, to be succeeded by blankness and vacuity. The faculties of the mind, feeble at first, and only susceptible of gradual unfoldment, must remain as a sealed book, if all the avenues to the outer world were closed at birth; even if a human being could exist without sensation. And though the mind can only be thus reached through the senses, its capacity is not simply receptive; when once nurtured and roused into action, it is self-developing and creative. From the known in nature we form our ideals, the like of which no human eye has ever seen. The finest painting in the world had an ideal existence in the mind of the artist before the first rough sketch was drawn, and the painting itself is only a reproduction in material form of the mental picture. The stately ship had its exact mental counterpart before even its model was formed. A St. Peter's existed in the brain of Michael Angelo, and a St. Paul's in that of Christopher Wren, before a foundation stone of either was laid.

Though the mental perceptions receive their text from the outer world, the illumination thus excited will continue to increase in intensity and power until realms of thought are traversed and truths elucidated that have astonished the world. Neither does this mental progress cease with the life in which it was first awakened; but the inspiration is transferred to other minds perhaps similarly constituted, and still new powers of comprehension are developed, and the grossness and rubbish of the material nature is cleared away until one is enabled to gaze far down into the measureless depths of the human soul. And as a deeper and clearer inspiration seems to be evolved from our etherialized spiritual natures, we pass the barriers of time and space, and with vision undazzled we soar to heights at which angels might well stand aghast, measure worlds and systems of worlds, analyze the subtle niceties of our compound being, the philosophy of life, the essence and scope of immortality, and with ever increasing strength and confidence approach the perhaps ideal line which divides the finite from the infinite, until with whirlwind violence the maddening thought rushes through the brain that even the deep, awful mysteries of Deity

may be solved, and God himself dethroned and compelled to acknowledge an equal. No wonder, then, that one has said, we are fearfully and wonderfully made. It is not strange that another has been compelled to exclaim, "What a piece of work is man! how noble in reason! how infinite in faculties! in action how like an angel! in apprehension how like a God!

The law which governs this power of faculty of mental sight or com prehension is the great universal law of the gradual progressive growth of all the mental faculties, social, intellectual and moral; not a simple separate faculty, but a power resulting from the harmonious action of all the others combined. In its highest estate it is the creature of the highest degree of human cultivation. It is the result of the nicest application of all the principles of normal, healthy, growth. It is inexorable in its demands, it admits of neither stint nor excess, it will bear neither pampering or neglect. The culture must not only be natural in its adaptation, it must be persistent, thorough, aggressive. It involves not only culture but strength of will, power of concentration and healthy natural activity. In its requirements the inner sight follows closely the analogy of the outer or natural. If the object be too distant, the rays of light fall short of the eye and no image is formed. If the object be too near, the rays cannot be concentrated and the picture is shapeless or imperfect. If the light be intense and sudden, the eye is dazzled or blinded for the time. If the objects be presented in too rapid succession giving the image no time to form, the eye is simply confused; no definite outline can be obtained; and when any of these unnatural conditions exist, not only is there a failure to secure the desired results, but the eye is painfully affected and perhaps permanently injured. So also of the mental sight; if the necessary conditions are disregarded, the efforts to force memtal impressions will be futile and the mind itself rendered more obtuse, rayless and unmanageable.

If it be true that whatever is really and positively known and comprehended is by the inner sight clearly and sharply defined on the mind, not only in its wholeness but in every constituent part and what we thus know we can express, describe and explain—for the most complex problems thus become plain and simple—then it follows that what we cannot thus mentally see and analyze, we do not understand; we may have some vague, general, ill defined, indistinct ideas floating in the mind, unadjusted, disconnected—a condition of mental twilight. When we hear a person say of a subject, "I understand it perfectly well but I cannot express my views; I know but cannot tell; I can see how it is but cannot explain it," we may be certain that the mental conception is not perfect; there is a mist, a dimness, an uncertain, confused glamour surrounding it which prevents even the possibility of clear delineation.

Every close observer must have noticed, even among those who pass for the well informed, a great and almost universal lack of positive, exact knowledge; a lack of method, of system and of connection in the mental operations; a lack of the power of classification and arrangement, a lack of analytic and constructive ability, a lack of completeness and finish. We know a little of almost everything and nothing well. We have picked up crumbs of knowledge with as little discrimination as the ostrich does his food, until the mind has become a very Pandora's box of unassimilated incongruities. There is no symmetry in a mind thus unevenly developed. We run to waste in some things and are starved and pinched in others; and very many of us struggle on through life painfully conscious of the crippling effects of a very imperfect education.

If clear mental vision depends upon the normal development of all the faculties of the mind and cannot be obtained without it, then it is certain that the world is full of eyes and ears of fair proportions and perfect mechanism that subserve but the merest animal purposes. Sights, objects and illustrations, however useful, grand or sublime fall on the untutored eye and leave only a meaningless stare. Sounds freighted with the richest truths strike the untrained ear but touch no responsive chord of the mind. Well might the great teacher exclaim: "Having eyes they see not, and having ears they hear not neither do they understand." And notwithstanding the favorable circumstances with which we are surrounded thousands among us even pass through life and go down to death with minds that can be likened only to the condition of the world during the process of creation when the earth was without form, and void and darkness was upon the face of the deep.

If nature is not at fault, it becomes us, as intelligent beings, to inquire what manner of teaching is best adapted to our highest needs, and when that fact is ascertained, to insist with all the power that is in us that the true system shall be made known and adopted in all the educational institutions of our land. Notwithstanding all that has been accomplished in reforming and improving educational processes, still the style in vogue in many schools is too much like that of the Boston Grammar School in the youthful days of Henry Ward Beecher, described by his biographer, as a solid square attempt to smite Latin grammar into the minds of all sorts and sizes by a pressure like that by which coin is stamped in the mint, and with thousands treated in this arbitrary, unnatural and barbarous manner the result has been the same. Any branch of study becomes to them a grim monotonous desert—a land of darkness, of desolation and confusion, without order, beauty or attractiveness; where they wander seeing neither tree nor

flower, a wilderness of meaningless forms and sounds. A style of training that ignores the true order of mental development, that disregards the affections, that is dull, dreary and monotonous, that is indiscriminate in its application, recognizing no distinctions of age, circumstances or mental condition, that possesses neither classification, order or fitness, that is distant, stilled and repulsive, that fails to interest or excite curiosity, that is desultory and disconnected, that builds no mental or moral superstructure, but gives us only scattered fragments of broken thoughts instead, is not the true style, and should not be tolerated in a civilized community. The true teacher is one who has studied nature, and mastered at least some of its most simple problems, one who recognizes its laws, and will be guided by them, one who has the wisdom to comprehend his duty, and the moral courage to perform it. He who would operate on the human mind, who would handle instruments of such delicacy and power, should have an artist's eye, an artist's hand, and an artist's deepest inspiration.

THE TEACHER'S POWER OVER THE PUPIL.

BY A. FINKELNBURG, FOUNTAIN CITY.

[Paper read before the Teachers' Institute, at Fountain City, September 16, 1871.]

Our esteemed Superintendent has requested me to address the teachers attending this Institute upon the School Laws in general, and more particularly upon the powers granted to teachers by the Common Law.

Although my business engagements have prevented me from giving this subject such study and attention as it certainly deserves, yet I feel that it is my duty to obey the call; not because I flatter myself that my discourse will add to the intellectual entertainment of our learned visitors, but simply to show my appreciation of the value of any movement or exertion which is directed towards and calculated to add to the efficiency of our school system, and to encourage and aid a profession which certainly ranks highest in the respect and estimation of every thoughtful citizen.

We entrust to you what is dearer to us than wealth and health—our children, and the future welfare of our families and the commonwealth, and well we feel the difficulties of your position, the burden you bear of a great responsibility, the impossibility of filling up your post to the satisfaction of every father and fond mother in the land; and while we may in the stir of our business pursuits, seem to lack that attention to the teacher's work which may properly be expected from us, yet you may rest assured that our hearts are with you in your noble work, watching with pleasure the moral and literary progress of our children.

We acknowledge with feelings of true gratification, that we entrust our most precious treasures to worthy hands, delegate our powers and duties as parents to trusty and reliable substitutes. For such you are, and this is the position the common law, to which my attention was directed, has assigned you.

The great commentator, Blackstone, simply says:

"The father may delegate part of his parental authority during his life to the tutor or schoolmaster of his child, who is then *in loco parentis*, and has such a portion of the power of the parent committed to his charge, viz: that of restraint and correction, as may be necessary to answer the purposes for which he is employed."

Few as these words are, they leave nothing untold, and may well furnish the text to weeks of study and thought, as they are based upon the presumption that we thoroughly understand—1st, the extent of the power of the parent over his offspring; 2d, what portion of the same is necessary to the teacher; and 3d, for what purposes the teacher is employed.

The *power* of the father over his children is granted partly to enable him more effectually to perform his duty towards them and partly as a recompense for his care and trouble in the faithful discharge of the same, and consequently is limited by the object and purposes for which it is created.

This object and purpose, aside from the inferior motive of recompense, is three-fold, and principally consists in these particulars: the maintenance, the protection and the education of the child, until it attains the age of majority.

The first and second points belong to the law of nature and need no further reflection, but the question to be considered is: What powers has the father to aid him in the performance of his duty to *educate* his children.

The common law says: "he may lawfully correct his child, being under age, in a reasonable manner, for this is for the benefit of his education."

This then is the power given to the father, which may by the common law be delegated to the teacher for the benefit of education.

But what is this education? Is it simply the gathering of knowledge, for which the schoolmaster is employed, or does it comprehend all that series of instruction which is intended to store the brain with knowledge, to correct the temper and form the manners and habits of youth?

I fear, in our western schools it is limited to the former. I know, that in European institutions of learning the duties of the teacher embrace fully the broader definition given. There the teacher's power

of correction and restraint is not limited by the school-bell, by the fence inclosing the school-yard, nor bound up in the school books, but the teacher's eye watches the pupil's behavior in the public street, nay even at his home, and the teacher's duty and power is co-equal with the parent's as well in regard to the scholar's general behavior, his morals, his manners, his habits, his associations, his mental and bodily health, as his knowledge of the a-b-c, arithmetic and penmanship. And I maintain, that this is the true extent of your duties; and we can have neither regard for, nor confidence in the teacher who will indolently confine his responsibility to the bare school house and passively shrug his shoulders over the rude and improper behavior of his pupils out of school.

In the fulfilment of this duty it is but rarely, that an able and experienced teacher need ask himself the question, "how far do my powers over my pupils extend?" But there are in almost every school extreme cases, when friendly words of advice and even entreaty will be wasted, when an earnest appeal to the conscience and good sense of the wayward will avail nothing, when restraint and lighter punishment is scouted, the blush of shame forgotten and noble ambition buried; then the baffled teacher may well ask himself, "What can I do? Can I expel and thus save myself from further trouble and annoyance and the entire school from the contaminating influence of vicious propensities and habits?"

Apply the rule given by the common law and the answer will be a positive No.

Your power is limited, to answer the purpose for which you are appointed—that of education, and the exclusion of a child from the school certainly does not favor this purpose. The power of suspension is based upon the rule: "*Salus populi suprema lex*"—the individual welfare of every member of society shall yield to that of the community.

Expulsion is not a punishment, or correction, and the power to expel is not given to the teacher but to the school board, to protect the efficiency of the school, and it is justified only by such insubordination, open and gross immorality, or contagious disease on the part of the pupil, as to render it impossible to maintain order and discipline, the morality or health of the school without excluding him.

Expel, you cannot, remonstrance and persuasion are exhausted, restraint after school hours is inefficient, what then is left to you but corporeal punishment?

The ancient Roman law gave the father a power of life and death over his children, upon the principle, that he who gave had also power of taking away.

But the rigor of these laws was softened by subseqent constitutions and the power of the parent by the English or common laws is much more moderate, but still sufficient to keep the child in order and obedience. The father may lawfully correct his child, being under age, in a reasonable manner, and this power is transferred to the teacher with the further limitation: "As may be necessary to answer the purposes," for which he is employed.

This is the law, but to avoid misapprehension, we must look to the higher courts for the construction placed, authoritatively, upon it, and if the feelings of the judges individually in this matter do not correspond, there seems to be but little difference in their expositions of the law.

I will select two decisions, the one most favorable to the youth, from Indiana, the other from stern Vermont, more emphatically sustaining the authority of the teacher:

I. The Supreme Court of Indiana expresses its regret as follows: "The law still tolerates corporeal punishment in the schoolroom. The authorities are all that way, and the Legislature has not thought proper to interfere. The public seems to cling to a despotism in the government of schools which has been discarded everywhere else. Whether such training be congenial to our institutions, and favorable to the full development of the future man, is worthy of serious consideration, though not for us to discuss. In one respect the tendency of the rod is so evidently evil, that it might, perhaps, be arrested on the ground of public policy. The practice has an inherent proneness to abuse. The very act of whipping engenders passion, and very generally leads to excess. Where one or two stripes only were intended, several usually follow, each increasing in vigor as the act of striking inflames the passions. This is a matter of daily observation and experience. Hence the spirit of the law is, and the leaning of the courts should be, to discountenance a practice which tends to excite human passions to heated and excessive action, ending in abuse and breaches of the peace. Such a system of petty tyranny cannot be watched too cautiously, nor guarded too strictly. The tender age of the sufferers forbids that its slightest abuse should be tolerated. So long as the power to punish corporeally in schools exists, it needs to be put under wholesome restrictions. Teachers should, therefore, understand that whenever correction is administered in anger or insolence, or in any other manner than in moderation and kindness, accompanied with that affectionate moral suasion so eminently due from one placed by the law "*in loco parentis*"—in the sacred relation of parent—the court must consider them guilty of assault and battery, the more aggravated and wanton in proportion to the tender years and dependent position

of the pupil. It can hardly be doubted but that public opinion will, in time, strike the ferule from the hands of the teacher, leaving him as the true basis of government, only the resources of his intellect and heart. Such is the only policy worthy of the State, and of her otherwise enlightened and liberal institutions. It is the policy of progress. The husband can no longer moderately chastise his wife; nor, according to the more recent authorities, the master his servant or apprentice. Even the degrading cruelties of the naval service have been arrested. Why the person of the school-boy, "with his shining morning face," should be less sacred in the eye of the law than that of the apprentice or sailor, is not easily explained. It is regretted that such are the authorities—still courts are bound by them. All that can be done, without the aid of legislation, is to hold every case strictly within the rule; and if the correction be in anger, or in any other respect immoderately or improperly administered, to hold the unworthy perpetrator guilty of assault and battery. The law having elevated the teacher to the place of the parent, if he is still to sustain that sacred relation, "it becomes him to be careful in the exercise of his authority, and not make his power a pretext for cruelty and oppression. (14 *Johns. R.*, 119.) Whenever he undertakes to exercise it, *the cause* must be sufficient; *the instrument* suitable to the purpose; *the manner and extent* of the correction, *the part of the person* to which it is applied, *the temper* in which it is inflicted—all should be distinguished with the kindness, prudence, and propriety which become the station. (Cooper *vs.* McJunkin, 4 *Indiana R.*, 290.)" This court has more sympathy for roguish youths, and less for hectored teachers than any other, we believe, in the land. To our mind the reason why the law gives the teacher the right to punish is very clear and easily explained, but it does not seem to be so to this court.

II. The Supreme Court of Vermont recently gave a very able opinion on this subject, from which we extract the following: "A schoolmaster has the right to inflict reasonable corporeal punishment. He must exercise reasonable judgment and discretion in determining when to punish and to what extent. In determining upon what is a reasonable punishment, various considerations must be regarded—the nature of the offense, the apparent motive and disposition of the offender, the influence of his example and conduct upon others, and the sex, age, size and strength of the pupil to be punished. Among reasonable persons much difference prevails as to the circumstances which will justify the infliction of punishment, and the extent to which it may properly be administered. On account of this difference of opinion and the difficulty which exists in determining what is a reasonable punishment, and the advantage which the master has by being on the

spot to know all the circumstances, the manner, look, tone, gestures of the offender (which are not always easily described), and thus to form a correct opinion as to the necessity and extent of the punishment, considerable allowance should be made to the teacher by way of protecting him in the exercise of his discretion. Especially should he have this indulgence when he appears to have acted from good motives, and not from anger or malice. Hence the teacher is not to be held liable on the ground of excess of punishment, unless the punishment is *clearly* excessive, and would be held so in the general judgment of reasonable men. If the punisment be thus clearly excessive, then the master should be held liable for such excess, though he acted from good motives in inflicting the punishment, and, in his judgment, considered it necessary and not excessive. But if there is any reasonable doubt, whether the punishment was excessive, the master should have the benefit of that doubt. (Lander *vs.* Seaver, 32 *Vermont R.*, 123; 19 *Ib.*, 108; 4 *Gray*, 37; 2 *Dever. and Bat.*, 365; 3 *Salk*, 47; *Reeves' Domestic Rel.*, 374, 375; *Wharton's Amer. Crim. law*, 1,259; *and* 1 *Sanders on Pl. and Ev.*, 144.)"

After reading all authorities, accessible to me, I have come to the conclusion, that only he may safely handle the ferule, who has complete control over his own passions; and as but few young men are sure of this virtue, I must advise all, never to inflict bodily punishment on the spur of the moment, but always allow an hour of consideration as well to yourself as to the culprit, and if you then consider the rod indispensable, administer it privately and never before the whole school, for your anxiety to tame the offender will naturally tend to increase the punishment, while he will but harden himself to appear courageous before his companions. Never use an unusual instrument nor inflict the punishment upon an unusual part of the body—nor leave any lasting marks, much less any permanent injury—and by all means be very careful never to give rise by word or manner to a suspicion, that you are acting from vindictive feelings, or under the violent impulse of passion or malevolence.

A DEFECT AND A REMEDY.

BY HENRY COLEMAN.

Wisconsin has reason to be proud of her educational facilities. Yet a connected system is not her boast. In one place is the solid, well laid foundation; in another are the walls and part of the roof and gorgeous cornice; while the rest equally good is still elsewhere. The asylums are for abnormal persons and must themselves be abnormal. Of them nothing need be said.

The university has no legal, apparent, or real connection with the normal colleges or common schools. All these should be closely united in one complete whole. They should both legally and to the public eye, make one grand connected system.

The normals are properly professional schools and as such should take their places in the great university by the side of the colleges of art, law and medicine.

The great problem before our legislators is, how to unite closely the university and the common school. There is now too much of antagonism. The university may seek to rest upon its true foundation,—the common school; but the foundation receives it not. It rather aspires to be pressed with its own walls and covered with its own roof. The university is still compelled to stand on the very narrow base,—its own preparatory school.

The laws sever them. The superintendent of public instruction, as such, holds no relation to the University. With the plebistic a, b, c, he may deal; but on the patristic *hic*, *haec*, *hoc*, he must not lay his vulgar hands. A result of this legal severance is, the masses feel that the common schools are theirs, while the university is of the aristocracy and the aristocracy they hate. The pride of republican royalty, which considers every man a king, is roused, and Young America resolves to go forth into life from the great common school college. The high schools scorn the "uselessness" of higher learning, and parade their courses as all-sufficient for the practical duties of life. In confirmation of these statements let collegiates inquire of self where they caught their inspiration for a liberal culture. Not one in ten will give the public schools the credit. An observing superintendent of one of our populous counties, with six graded schools, failed to find one scholar who had a collegiate course in view.

For this evil let remedies be offered. Among all a cure may be found. The one here proposed, is a uniform, legal course of study from a, b, c, up through A. B., to M. D., LL. D., and PH. D. There might be one course for the graded schools and another for the non-graded. These might also be allowed a side course of study, to which a *quasi* graduation is attached, but the chief paths of common school study should end in thorough preparation for the college curriculum.

Let these courses, including all the collegiate studies of the university, be printed on large cards, let them be attractively framed and hung in every school in the state. On slips let them be distributed in the families. Then could teacher, parent and scholar see the end from the beginning.

Such a plan would avoid the frequent and sudden changes of studies to which pupils are now subjected. To-day they study Latin freely,

to-morrow they ignore it wholly. It would crowd out from common schools the most abstruse studies of a liberal college course. It would tend to start the pupils rightly. The graduates of Wisconsin are but a company, compared with the regiment of those who, after a few terms of academic study, sadly say, "Had I begun rightly, I would go to college." Our plan would multiply the graduates and decimate these mourners.

Numerous other advantages demand notice, but space forbids. A brief outline of the legislation desirable to secure this end must close this too protracted discussion.

Let the constitution and laws be so altered that the oversight of the common schools, the normal schools and the university be committed to a board of education elected by the people. Let the superintendent of public instruction be member and secretary of this board. Let the other members be chosen, four from the state at large and two from each congressional district. To avoid party politics let all these, together with the county superintendents, be elected in the spring.

Such legislation could scarcely fail to unite the severed parts of our educational system into a complete and harmonious whole.

PUNISHMENT AS CONNECTED WITH REFORMATION.

It is in vain to punish men unless you reform them.—*President* WAYLAND *in an Address to the Prison Discipline Society.*

To reform the criminal, to cure him of the moral disease which led him into crime, to impart appropriate instruction to his mind, and to prepare the way for his restoration to society as a renovated character, are circumstances which seem to have been overlooked in the arrangements connected with our criminal legislation.—DICK'S *Mental Illumination.*

Yet it is being more and more discovered, that not only do sanguinary, revengeful punishments fail of checking crime, but that mild and merciful laws, aiming to correct and reform offenders, are more salutary in their influence, and more productive of good in their results.—*Law of Kindness.*

Multitudes of parents and teachers, in governing their children and pupils, now see and are practising the truth, that it is far better to administer the punishment which kindness dictates, than that which revenge suggests.—*Law of Kindness.*

Whilst the Savior enjoined upon his fellows to *love their enemies*, he also declared (*Luke* XII, 47) that he who was worthy of many stripes should receive them; and that he who was deserving of few stripes should receive few stripes.

INVOCATION TO WINTER.

BY MRS. H. E. G. AREY.

Rest yonder on the purple hills
O serried armies of the storm!
Beneath you, with their fair increase
The autumn vallies lie in peace,
The waters mingle in their rune
Soft snatches of a summer tune;
The sun, with all his loving ways
Gleams through the Indian summer haze
'Till the roused grasses of the glen
In pristine freshness gleam again.
Sweet dews, like benedictions fall
To bless the year's high carnival,
And all the hills, from sea to sea,
Fling out their gorgeous blazonrie.

We read in crimson blossomed woods
The transports of their solitudes;
The artists of the aging year
Their rich cartoons have gathered here,
And tints that glow from nature's heart
Outshine the loftiest touch of art.
Vignettes of tracery rich and rare
Down rustle through the hazy air
Till even the humblest parthway glows
With all the tints the rainbow knows.

The charmed eye's fullness of desire
Expressed from summer's heart of fire
In wondrous shapes—in countless shades
Is lingering in the forest glades:
We thrill with rapture, questioning not
This fairest work thy hand has wrought,
But deprecate, with prayer and tear,
Thine onward march, remoseless year.
Thy skill is spent, thou cans't no more,
Grant time to con these beauties o'er;
Mar not, with winter's hoary rime,
This fullness of the autumn time.

Rest yonder on the purple hills
O serried armies of the storm
While yet the summer dew distils
And artist-hands their tasks perform.
Let ampler studies yet refine
This wondrous gallery of design.
We hear your mutterings harsh and long
Mid snatches of a softer song;

The brooks, like messengers, come down
With tidings from the mountains brown
And breathe, in mutterings, hoarse and low,
Their forecast of the coming woe.
Far eastward, in the morning light
Your burnished spears and shields gleam bright;
Your keen-eyed scouts, with mace and dirk
Are stripped for their remorseless work:
Why should they, with a touch efface
This vision of surpassing grace,
And ere its latest tints are laid
Bid all the glorious pictures fade?

O tarry where your tents are spread;
The heart of man, and natures's heart
Shrink shivering from your flinty tread,
And for your coming watch and start;
While there ye sit, like Tartar hordes
Gloating on all the realm affords;
And will, such hour as suits you best,
Urge downward from the mountain's crest
Your archer hosts, with lance and spear
And ruin in your wild career,
And bear to caverns grim and grey
The beggar'd poet's flocks away.

QUALITIES NEEDED BY AND IN THE TEACHER.

BY W. P. HUNTINGTON, MARSHALL.

1. *A loving spirit.* Love beaming in the countenance, sparkling in the eye, and flowing from the lips, wins its way to the heart of a child. A stiff, stern aspect, and a dry, hard manner will be sure to repel. True, the parent must rule, and within a limited sphere so must the teacher, and if needs be, with the rod; but still that rod should be as the sceptre of love, feeding us with almond blossoms. Love was the great secret of Dr. Arnold's power over his pupils. By the almost omnipotent energy of love, he could soften the most rugged and subdue the most stubborn nature. Let the law of kindness, then, be ever on your lips, and that perfect love fill the teacher's heart which "suffers long and is not easily provoked."

2. *Liveliness of disposition and of manner; quick sensibility, generous impulses.* These qualities are wont to be associated with a beaming countenance, a winning voice, and a merry heart, "which doeth good like a medicine." Make it appear to the young that "wisdom's ways are ways of pleasantness, and her paths, peace." By all means, let teachers (and the same holds true in regard to parents) cherish hopeful views in regard to the success and the future respectability of

their pupils. Never despair even of a perverse child. Be not daunted by any outbreak of depravity, nor discouraged from still taking the wisest and best measures for his recovery. Hope on, trust on! and your hope and trust shall not be lost, but will end in something good. That turbulent spirit, that sulky disposition, may yet be transformed into a high christian character, and become your joy and your crown.

THE TEACHER'S NEED OF POLISH.

BY WM. ELDEN, PALMYRA.

When a new teacher comes into the district he becomes immediately the observed of all observers. A hundred pair of eyes begin to measure him, to take his mental and moral parallax; to observe him from every standpoint, and examine every item that goes to make up the man. If he be clownish in his carriage, or slovenly in his dress, he must be a prodigy of mental and moral worth to succeed, even in a small degree, as a teacher. He will have to labor long and hard to gain the respect and esteem of his pupils; and even after these are secured, he will find that many an honest effort to do them good will fall short of his intention. He knows not why it is that his pupils are not attentive. He sees no reason why Nellie and Frank should laugh, and Anna, his most faithful worker, should be struggling hard to keep a sober face. Perhaps he puts it to the account of total depravity; least of all does he suspect that the fault is his own. He does not know that his cravat is untied, his vest buttoned awry, and that he himself is leaning awkwardly over the desk, unable to make satisfactory disposition of arms and legs. Nor is this all, for, if his pupils do not imitate his awkward and slovenly habits, they will be forming similar bad habits of their own, which his example should correct. He cannot excuse himself from this duty.

I know that an awkward man may have a good heart, and that worth without polish is rather to be chosen than polish without worth. Such a man may be like the diamond just found in the gravel bed; but his education has been a woful failure, as will be that of those who are so unfortunate as to be his pupils, if the rongh crust is not broken off so that the true lustre of the gem may appear. And yet there are many such men, and women too, engaged in the educational work. Nor are they found in the country schools alone. They are made county superintendents; they are called to address educational conventions; and even at our State Teachers' Association, once and again are we bored with the lengthy speeches of clumsy fossils or undeveloped book worms. Why will not the executive committee leave off a few such

men from the programme, and give us men who know not only the what but the how; men who will speak from the heart and to the heart; give us the polished diamond set in gold?

Our Normal Schools are doing much in this direction. Let our county superintendents lend a helping hand. Let them look for something more, in the teachers whom they license, than correct papers on mental arithmetic. We look for the time when clumsy movements and blotted papers shall be counted with incorrect spelling and false syntax.

THE METRICAL SYSTEM.

BY C. D. LAMPORT, YANKEETOWN.

In reading the JOURNAL during the past few months, I have noticed several articles hinting towards reform on the subject of education. Some were pleading for phonetic reform; others for more practical methods of teaching the several branches, as spelling, reading, etc., etc. Certain it is, that in most schools of this and other states, the teachers are practicing very poor methods of instruction. Some teachers are to be blamed, and others are not. They must in a great part comply with the desires of the district officers. Now these district officers call for a good teacher in arithmetic. As it is the very necessary branch of arithmetic which is most wanted by the schools at large, it should be taught carefully and wisely. It is the chief aim of all true friends of education and lovers of mankind to instruct the young in those branches which will be most beneficial to them through life, and to do that in the least time possible to make thorough scholars. Now all will admit that arithmetic is one of the most beneficial. Is it taught as it should be? No, it is not. In studying arithmetic we find many things which in my mind are foolish in the extreme.

We will begin with the rule of addition, or before that, with notation. The pupil is taught that ten units make one unit of a higher order, called ten, etc., and makes all his calculations on this basis until he gets to the end of the fundamental rules, or may be through federal money. Then the little fellow must change his base of operations. He no longer calculates strictly by the ten-fold ratio basis. He here learns that sometimes three, and other times four, eight, two, twelve, sixteen, or five and one-half units of one order make a unit of a higher order. This is compound numbers. Why, not call it "confound" numbers? Surely it is confounding to the pupils understanding. In the new metrical system of weights and measures we have a remedy for all this "confound" system of numbers, or compound, as 'tis termed. By the metrical system the pupil could pursue his easy way through arithmetic for a great many pages. When he gets to fractions, and fractional com-

pound numbers, see how much plainer and easier understood this new system would make it. Then again at decimals he pursues the straightforward way, and on through all his computations in percentage, making one continuous chain, on the basis that ten units of one order make a unit of a higher. Why is it that this system is not enforced and taught in our common schools? Pages of the arithmetic which are now devoted to that useless mess of compound numbers might be left out. Why is it that teachers do not say a word about it? Do they understand it? It is my candid opinion that there is not a district board of officers that fully understands this new system, in this county, or town at least. Will they ever? Not unless some one sets the thing to working.

I can think of only one way to introduce it. Let the State Superintendent prepare a bill and introduce it to the Legislature the coming session, providing somewhat as follows: "That the metrical system of weights and measures shall be taught in common schools of this state; that applicants of certificates to teach shall pass a thorough examination in this system; that the state shall furnish to the several towns, at cost, a standard of weights and measures of this system, and deduct the price thereof from the state or county school fund, (or provide it in some other manner.")

Let the county institutes offer premiums for the district that can produce a register showing the largest attendance, best deportment, largest set of apparatus (including of course a standard set of the metric system), the best library, etc. Let teachers form associations in the several towns and persuade the district officers to join them, (and I am sure they will) to promote the cause of education. Let the metric system of weights and measures be explained and discussed. Let the phonetic system be included also in these discussions. Let each teacher who reads the *Journal*, exert his every nerve to further the educational cause; and I trust he will not slight the claims of this beautiful metric system. Congress has adopted it. Let us do so; and to you fellow teachers, if this meets your approbation, I appeal for help.

A SECRET.—William Wirt's letter to his daughter on the "small sweet courtesies of life," contains a passage from which a great deal of happiness might be learned. He writes: "I want to tell you a secret. The way to make yourself pleasant to others is to show them attention. The whole world is like the miller at Mansfield, 'who cared for nobody—no, not he, because nobody cared for him.' And the whole world would serve you so if you gave them the cause. Let every one see that you do care for them, by showing them what Sterne so happily called the small courtesies, in which there is no parade, whose voice is too still to tease, and which manifest themselves by tender and affectionate looks and little acts of attention, giving others the preference in every little employment—at the table, in the field, walking, sitting and standing."

DIVISION PERFORMED BY MULTIPLICATION AND ADDITION.

BY PETER SCHNEIDER, GIBBSVILLE.

This method of division may be easily applied, whenever the divisor contains but few units less (from 1 to 11) than the next higher number consisting of the figure 1 with as many ciphers annexed, as there are figures in the divisor; as, 10, 100, 1000, 10000, etc., and it is to be performed according to the following rule:

1. Cut off by a perpendicular line from the right of the dividend as many figures as there are figures in the divisor.

2. Subtract the divisor from 1 with as many ciphers annexed, as there are figures in the divisor. The remainder is called the *Decadal Supplement.*

3. Multiply the whole part of the dividend, which is at the left of the perpendicular line, by the decadal supplement, and write the product under the dividend, which will form the second dividend.

4. Multiply the part of the second dividend at the left of the line by the decadal supplement, and write this product under the second dividend; continue in the same manner, till the whole product of that part of the last dividend at the left of the line by the decadal supplement can be placed on the right side of the line.

5. Add all the dividends, and the part of the sum at the left of the line denotes the quotient, and the one at the right plus the product of the decadal supplement by the number of units, which was carried from the last column at the right of the line to the next column at the left, shows the remainder.

NOTE.—If the remainer of the operation should be equal to the divisor, or greater than this, 1 must be added to the quotient, and then, the difference between the divisor and remainder shows the true remainder of the division.

If the number 58873262 were to be divided by 95, the operation would stand thus:

	588732	62	
	29436	60	$=588732\times5$
$100=95\times5$	1471	80	$=29436\times5$
5 is the Decadal Supplement	73	55	$=1471\times5$
	3	65	$=73\times5$
Number of units carried	3	15	$=3\times5$
Quotient.....	619718	37	
		15	$=5\times3$
		52	Remainder.

GOOD SCHOOLS AND GROWTH.—The lecture of Prof. Gilman at the last Teachers' Institute in New Haven, on "Connecticut in the light of the new census," demonstrates that improved and especially "Graded Schools and Growth," stand related as a cause and effect. General education increases the value of all property and promotes its security. "Taxes raised for purposes of education are like vapors which rise only to descend again in fertilizing showers, to bless and beautify the land." There is no item in the catalogue of all our appropriations that ought to be met with so great tolerance and favor as that which is expended in the education of our youth. This constitutes the most important interest with which, as a district, town, city, or as a state, we have to do. Aside from the divinely appointed agencies of religion, there is no ruling power like that of the common school. Nothing else leaves such an impress upon our social character and our civil institutions. No other agency so unostentatious and quiet in its work is so powerful and pervading in its results, so cheap in its cost, and rich in its benefits. Apparently the work of to-day, it is laying the foundations of the social fabric for coming generations. No other legislation affects agencies so bountiful and abiding as that which acts through the schools, on the mind and morals of society. A thousand considerations magnify its importance, and claim from us a higher estimate of its rank. It is impossible to extol too much this great interest, whose blessings are beyond price.—*Connecticut School Journal.*

LOVE OF THE BEAUTIFUL.—Place a young girl under the care of a kind-hearted, graceful woman, and she, unconsciously to herself, grows into a graceful lady. Place a boy in the establishment of a thorough-going, straightforward business man, and he becomes a self-reliant business man. Children are susceptible creatures, and circumstances, and scenes, and actions always impress them as you influence them, not by arbitrary rules nor by stern example alone, but in a thousand other ways that speak through beautiful forms, pretty pictures, etc., so they will grow. Teach your children, then, to love the beautiful. Give them a corner in the garden for flowers; encourage them to put it in the shape of hanging baskets; allow them to have their favorite trees; learn them to wander in the prettiest woodlets; show them where they can best view the sunset; rouse them in the morning, not with stern "time to work!" but with the enthusiastic "see the beautiful sunrise!" buy for them pretty pictures, and encourage them to decorate their ronms in his or her childish way. Give them an inch and they will go a mile. Allow them a privilege, and they will make your home beautiful.

Official Department.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

Q. Is the election of district officers determined by a majority or plurality vote?

A. The school law is silent on this point; also as to the manner in which they shall be elected; but all analogy and precedent establishes the principle that an election of a public officer is consumated only when a candidate receives a majority of the legal votes cast, unless there be special provision to the contrary. If, therefore, a person receives only a plurality of votes, as a district officer, he is not elected.

Q. Can district officers be elected at an adjourned annual meeting, if the adjournment is for more than ten days?

A. The law is not very explicit on this point, but taken altogether it will be found that it provides three ordinary ways for filling district offices: First, by election at annual meeting. Second, by the appointment of the district board. Third, by the appointment of the town clerk. These three methods must succeed each other in such a way as not to conflict; and to this end each is limited in time. The district can elect at annual meeting, and the term of the new incumbent properly begins ten day thereafter. If no election is consummated at the regular session of the annual meeting and it adjourns, it may be held that it will be legal to elect at any time within ten days. But when the ten days have expired without consummating an election, the office is then vacant, and it devolves upon the board to fill the vacancy, although the annual meeting is further adjourned, for the transaction of other business. It is the policy of the law not to allow a district office to remain vacant. Hence, if the district board does not, within ten days, fill a vacancy, whether resulting from a failure to elect or any other cause, it becomes the duty of the town clerk to appoint; but no appointment, whether by the board or town clerk holds longer than until the next annual meeting. Then the normal method of filling the office by election comes again into operation.

Q. If territory is set from district into another, is it lawful to elect a person living on said territory as a district officer, in his new district, within the time in which an appeal may be taken from the action altering the districts?

A. The school law does not fix any time within which an appeal must be taken. The *rule*, laid down by the State Superintendent, is that it should be taken in thirty days. But if within this time such an

election takes place, as is supposed, it will be legal notwithstanding the right of appeal. If an appeal is taken, and the territory restored to the former district, the effect will be of course to make the office vacant, and it will be filled by appointment.

Q. Can a district board hire a teacher, before the annual meeting, to teach for a term or terms following the annual meeting?

A. In providing that a new member on each school board shall be elected annually, early in the school year; that the district shall raise money each year for school purposes; and that it may determine the length of the terms, the time of the terms, and the sex of the teacher or teachers, it is evident that it was intended by the school law that contracts with teachers should not extend beyond the close of the school year; and courtesy to the incoming board would dictate the same thing. How a suit arising under a contract that should disregard all this might be decided in the civil courts it is not necessary to express an opinion; but it may safely be laid down, as a general rule, that contracts with teachers should not extend beyond the close of the school year; and if for any special reason it is desired to contract for a longer period, it should still be understood that the contract is subject to renewal by the new board.

Q. How shall town clerks be made to report accurately and in season?

A. It should be remembered that when the office of county superintendent was created that of town superintendent was abolished, and the duties of town superintendents were divided up among the county superintendents, the town supervisors and town clerk. This was done to save expense, but it was bad policy, becase if we are to have public schools, it is cheapest in the end to make them as good as possible, and this requires careful, local supervision, by intelligent persons appointed for that purpose. Under the present make-shift policy, the temporary remedy for the matters complained of is to elect for town clerks, intelligent, public spirited men, who take a lively interest in the schools. But this will often be found impracticable. The office of town clerk, like other other petty offices, is sought by little politicians, and is often claimed and bestowed as a reward for political services. What the town clerk has to do in reference to schools, is an appendage to his other duties, for which he receives no compensation. He is ordinarily elected without any particular reference to his fitness for a school officer. It cannot therefore reasonably be expected that his duties in regard to the schools will be performed with the interest and fidelity which are needed. However, so far as his report is concerned, he is dependent for its promptness thereof and accuracy upon the district clerks; and it is scarcely too much to say that one half of them are hardly intelligible. Nevertheless, a considerable number of town clerks do good service for

the schools, without compensation, and too often without thanks. But the true remedy is the adoption of the "town system." With one town board, and with a secretary appointed with especial reference to his fitness for the place and fairly compensated for his services, with one report only, made by himself, the result of his personal oversight of the schools, the delay, uncertainty and general fuss and trouble attending the present cumbrous system would disappear.

As bearing upon this subject, we give short letters from two county superintendents, recently received, omitting names and dates:

DEAR SIR—I mail my annual report with this. * * * As usual there are many inaccuracies. —— —— reports those who attended school between the age of 4 and 20 instead of the entire number residing in the district of that age. I sent word to the clerk by their teacher and director to correct the error but have not heard from him, though he got word two weeks ago. Again, quite a number of clerks do not report the different children between the ages of 4 and 7, 7 and 15, and 15 and 20, and the financial statements as usual are untrustworthy. But how can it be otherwise as long as it is hardly possible to get a man to take the office of district clerk if he can by any means avoid it? Quite a number of town clerks inform me that they have gone in person to district clerks to get the reports corrected and such clerks have refused to have any more bother with it or the office. Your remedy probably will be the "township system;" but I think it would be worth while trying to get law amended so as to pay district officers for their work as well as town officers.

DEAR SIR: During the four years that I have held the office of county superintendent, I have never had as much difficulty to get correct reports from town clerks, or in fact, reports in *any* shape, as I am having this year. It seems to be a matter of no weight whatever to some of them, whether districts in their towns that have maintained school five months, draw from the public fund or not. I am almost discouraged in regard to making my report as it should be, but will do so if possible, providing time be allowed me from your office.

Q. Has the act of the Legislature of 1869 or 1870, requiring district boards to estimate and return to the town clerk a sum of money sufficient to maintain a school five months, when the district fail to vote a tax sufficient for that purpose at annual meeting, been repealed?

A. It has not. The amendment was passed in 1868.

Q. In case a special meeting should be called in the spring, and the summer school voted down, and then the board employ a teacher for a summer school, who is to pay the teacher, the district, or the district board?

A. The board would be liable for the teacher's wages, and not the district; it being understood that the action of the board is simply contrary to the vote of the district, and is not taken under the second proviso of sub-section *sixth* of section 19. But in case the district does not provide for at least five months school, the board is authorized to make up the deficiency, and of course to employ a teacher.

Editorial Miscellany.

FIRE.

The scenes of the past two weeks will never be forgotten. The burning of Chicago, and the terrible fires in the northern part of our own State, roasting hundreds alive, will pass into history as events unparalleled in all the centuries past. Language is powerless to expresss to the understanding or imagination these scenes. We witnessed on Monday afternoon and evening the burning of the North Division of the great city of the west. Standing on the smoking ruins of one of its principal streets, on the right and in front as far as the eye could reach, we saw the thousands of camp fires of destruction and death, in the smoldering flame-heaps of consumed buildings, while on our left the unchecked fire was raging. Dwelling houses, business blocks, school houses, churches, all went down before its fierce fury. The tears, groans, threats, cries, the blank despair of the homeless thousands, the hurrying procession, miles long, of drays, carts, carriages, pedestrians, loaded with furniture, valuables and household stuff of all descriptions, cannot be described by any pen.

But Chicago though "cast down," is "not destroyed." The real Chicago cannot be burned up. Its pluck, its courage, its perseverence, its push, yet remains. It will rise a fairer city from its ashes, and be purified through its baptism of fire.

What shall we say of the spontaneous outburst of sympathy—practical, helpful sympathy—manifested by the whole christian world towards its unfortunate suffering people? Let the Chicago *Tribune* answer: "The response of the people of the United States, to the appalling calamity which has befallen our city, has no parallel in the history of the world, since Christ died for our sins. We cannot return our thanks for their loving kindness. Words falter on our lips. Only our streaming eyes can tell how deeply we feel." And our eyes are dimmed with tears as we think of the sufferers in our own midst, and of the noble response to their needs our State and country have given. Thank God the spirit of His Son, who came not to be ministered unto but to minister, is in the hearts of the people "For inasmuch as ye did it unto the least of these, ye did it unto me." Let the work of organized beneficence go on, and the wants of every sufferer be relieved.

THE STATE UNIVERSITY.—We are pleased to note the spirit of enthusiasm and and progress which pervades all departments and classes of the University. While scientific education is receiving its full share of attention, classical education is gaining ground.

The present class of beginners in Greek is the largest class ever organized in that language in the university. Many students who came to take a partial course have wisely determined to take a full course.

The faculty are harmonious, most cordially seconding the efforts of the President Twombly to raise the standard of scholarship and increase the *esprit de corps* among the students.

The address of President Twombly at the educational convention in Milwaukee made a marked impression upon the large audience present. It was a noble plea for higher culture, and an eloquent defense of the American college.

TEACHERS' CERTIFICATES.

We find, in presenting the subject to many County Superintendents and prominent teachers, a desire expressed for a modification of the law relating to Teachers' Certificates. It is deemed very desirable to have, as far as possible, uniformity in examinations. The standard in different counties varies greatly. A second grade certificate in one county would not be equal to a third grade in another. To remedy this it is proposed to have sets of question prepared in some way for all the counties in the State so that a uniform standard may be maintained. It is also proposed to have a third grade certificate, good for one year in the county in which it is given; a second grade, good for two years in the county; and a first grade, good for five years in *any* county in the State. The latter would be a limited State Certificate. The holder of such a certificate need not be examined in the studies covered by it, if desirous of obtaining an unlimited State Certificate. A limited third grade certificate might be granted, in necessary cases, as now provided for by law. There may be some practical difficulties in the way of carrying out the above plan. We invite a full and free correspondence concerning it from all interested. Let us have all the arguments for and against the scheme.

PAY FOR CLERKS OF DISTRICTS.

We are in the receipt of several letters from district clerks, asking for an opinion whether they are entitled to receive compensation from the districts they serve, for their services. The law makes no provision for compensation. The theory was, at the time the law was framed, that these services would be rendered gratis. Accordingly, the opinion of the Department, agreeing with the opinion of the different Attorney Generals of the State, has been *unvarying* in accordance with the law.

Many clerks are indignant at this state of affairs, and some of them may be led innocently to suppose that the matter rests solely with the Department of Instruction to settle. *It is the law* that determines it. We are very clearly of opinion that these clerks *ought* to receive compensation, and the law should be amended accordingly. Let the members of the coming Legislature be instructed rightly upon the subject, and there will be no difficulty in bringing about the necessary change. If the township system could be adopted, as we stated in our last issue, a remedy could easily be found for the present unsatisfactory condition of things.

DRAWING IN SCHOOL.

A couple of pages on this matter printed in our last issue, have drawn forth a letter from our correspondent, "Pen," whose enthusiasm on the subject is awakened in the hope that something may be done in our State, to have drawing taught in the public schools. That her enthusiasm may extend to others, we take the liberty to give a part of the letter:

"That article on 'Drawing,' in your October number, is good. I draw a little, and have always taught this entertaining art to my pupils. My last school has a set of large Drawing Cards, a yard square, which we used for two years. They proved a perfect blessing, especially to the little ones. My idea is, that just such cards, got up in a more artistic and systematic manner, ought to be in every schoolroom; and I think if the right persons were to take the matter in hand, it would prove a success. Do you think you could do anything in the matter? I do not see why Wisconsin should wait for her New England sisters to start this new enterprise. If you wish, I shall draw a number of sample cards of the right size, and

send them to you—gratuitously of course—to give you an idea of what I and those to whom I have mentioned the matter, think would be suitable. You could then modify and alter to suit yourself. I enclose a few small 'Cards of Merit,' drawn by myself. My scholars always prized them above the finest printed cards, and copied them again and again. Hoping to hear from you, I remain, dear sir," etc.

We have accepted the offer of the large cards, and shall have much pleasure in showing them to all who may visit us. The small cards sent us are not merely beautiful, but exquisitely so, and excite the admiration of all who see them. To equal them is not however beyond the reach of multitudes whose taste and talent remain undeveloped.

DEDICATORY EXERCISES OF THE OSHKOSH NORMAL SCHOOL.

Below we give an abstract of the proceedings at the opening of this school, taken from the Milwaukee *Sentinel*. The school opened with fifty pupils; twenty more than the Whitewater School had at its opening. In two weeks the number had increased to one hundred and sixty. It is doubtless larger at the present time.

The action of the Board of Regents of Normal Schools, in selecting President ALBEE, Prof. R. GRAHAM, and the rest of the efficient corps of teachers for this school, has given general satisfaction.

At an early hour the large assembly room was filled to overflowing. The audience was called to order by Hon. WM. STARR, President of the Board of Normal Regents. Prayer was offered by the Rev. Mr. Chamberlin of Oshkosh; and Prof. Chandler, also of Oshkosh, who had charge of the musical part of the programme, with his fine orchestra, delighted the audience with an overture from Norma.

President Starr then delivered an address, replete with earnestness and vigor, in which he reviewed the labors of the board in connection with the erection of this building, and acknowledged the hearty co-operation of the citizens of Oshkosh, and the munificent gift of $25,000, and the present eligible site, made by them, all evincing how deeply seated in the hearts of this people was the future welfare of their children, and how deeply was felt the necessity for intelligence among the people.

After the address, the keys of the building were delivered to Prof. Albee, the President elect of the Oshkosh Normal School.

President Albee then responded on the part of the faculty. He reviewed the history of Normal Schools in this State. In 1857, begun the creation of the Normal School Fund, it being at first one-fourth, and since 1869, one-half of the Swamp Land Fund. Platteville opened in 1865. Whitewater opened April, 1868. The attendance is now 200. He hoped soon to see the Oshkosh School full. Normal Schools are a necessity; no argument needed to prove this. Our public schools are inefficient because of untrained teachers; we must raise the standard. The Normal Schools are to train teachers. A building for a Normal School is now opened here after some delay. The University is crippled on account of using funds for building. Not so with the Normal Schools. This building is now to be dedicated. There will be no set address; others will give speeches. The Governor is necessarily absent on account of a painful accident. President Albee said further: "In behalf of myself and the faculty of this school, I accept this trust. My short acquaintance with the Board of Regents, leads me to know that we shall receive your co-operation and support. This faculty has been long and favorably known as a body of workers in the educational interests of this State. Intelligence for the many, not the few, is our motto. Intelligence, permeating every neighborhood, reaching every hamlet, every cottage, is the need; but this necessity has not been realized. We need more; therefore here we stand, a band of laborers ready to do what we can; not self-sufficient, but hopeful that we may be able to do some good. We thank this intelligent community for this munificent gift. We ask your co-operation and support that this *material* may reach forward and make its impress on the immaterial, and thus take hold of a glorious hereafter, lifting humanity to a higher, nobler life."

Gen. Fallows, Superintendent of Public Instruction; was then introduced. He said: "I have had the privilege of addressing an Oshkosh audience many times; I begun public life here. Since then, sons have grown; some have gone to take their place in the business of life. Some have gone never to return; but they died

nobly, crowned with honor. Here are daughters now blushing into womanhood. I love to address an Oshkosh audience—none better, [applause]. I am glad to find such a large audience here to dedicate this Normal School. This town has grown up with vigor and determination; nothing is wanting to render it possible that every child wtthin its boundaries shall have a thorough education. Here and there are the ward school buildings. Yonder is one of the most noble high school buildings in the state, and here is a substantial, commodious and magnificent structure, prepared that yonder walls may not be a byword, but filled with workman prepared for their labor. The common school deserves your warmest regards, for this faculty. I bespeak your cordial support. They are men and women whose life-work is devoted to the cause of education in its fullest, most complete signification." The General was most happy in his efforts, and at the close was most loudly applauded.

Gen. Allen responded. He regretted that Col. McMynn was not present, who was to respond. Of this building we might well be proud. The people were greatly interested in it. This city was truly proud that this crowning stone of our system was placed in our midst. Thanks to the board for not only this building, but for the efficient manner in which they had managed the whole Normal Fund. This school will be sustained by the support of this committee. There need be no fears. The hearts and homes of the Oshkosh people are open to this faculty and the students.

President Arey introduced. His speech would be the prose. What is this building worth to you, in money, for board, etc., for one hundred and fifty students and faculty? From $30,000 to $40,000 per annum. It is of great interest to the poorer class. You are to make homes for students, in sickness as well as in health. Good boarding places will be readily filled.

The speaker gave details of what is received by graduates. Abroad from $1,000 to $1,500; scattered throughout the state from $450 to $1,500. They are all engaged. People *want* good teachers. Even if teachers get married the educational interest does not stop. You find normal graduates all over this West as well as East. I make this prophecy: In three years this building will be as fully crowded with students as is now filled by this intelligent audience. [Applause.]

Prof. Whitford, of Milton College was then introduced. He gave a history of Normal Schools. They are comparatively new; have not the dust of ages. He liked it fully as well. Experience was the great educator. Normal Schools are sometimes opposed. They are undergoing a change in Prussia. Great interest is manifested by thinking men. The Oshkosh Normal School must, in his opinion, give special attention to the wants of mixed country schools. [Applause.] The present normal system is fitting teachers for giving instruction in rural districts.

His arguments were clear and forcible, and made a deep impression on his audience.

Regent Smith was then introduced. This was an occasion of deep interest. He was gratified to see so many people. Our noble state has a glorious educational future. I am proud to be a citizen of such a state. Rural, Graded, High Schools, and Universities are established. One link was lacking. The Normal Schools have supplied that. They ennoble and cultivate the teacher. He continued: I rejoice in promise for the future of this school. In less time than three years this building will be filled.

Regent Weld, of River Falls, said, What wonders one week will work. The telegram that announced the postponement of this occasion did not reach me before I left home; it has not reached me here. [Laughter.] I am from St. Croix Valley, where stumps and bears exist. Who am I? A very humble individual. I once wanted to teach. Superintendent Pickard introduced me to Oshkosh; the directors wanted to see me. Of course I declined, and the directors dropped the the corespondence. [Laughter.] This is a good valley, as good as any I know, except St. Croix Valley. [Laughter.]

I have come a great distance to attend this celebration. I seldom suggest anything good, but I believe I was the first to suggest that we should meet and open these Normal Schools with appropriate ceremonies.

We are here; some are absent. Our noble Governor is absent, because of a most painful accident. He has been a benefactor to the state and in Normal Schools. [Applause.] Here is the commencement of a work which will exist until time shall be no more. On and on shall the waves of influence roll. Great, great responsibilities cluster round this hour. I believe that I know the spirit which pervades this faculty; that they know and feel what a work is to be done.

We have been well served. Good music, and a great treat from him who breaks

up Fallow ground; also treats from other gentlemen present. The exercises were well calculated to make a deep impression on all present.

Rev. Mr. Allison, of Milwaukee, was introduced. "The gentleman of St. Croix Valley is probably bidding for a school, and it would not be strange if you should elevate him to a principalship. Your patience evinces your interest in this great work. Milwaukee I wish to represent here. Milwaukee needs education as much, perhaps, as any other city; as Chicago or New York. (Regent Weld suggested to add St. Croix Valley.) [Laughter and applause.] I am proud to live in this noble state. What a day this is! Opening a school that shall widen its influence, in ever widening circles, while time shall last—aye, through eternity! We do not sufficiently appreciate the power excrted by our common schools."

The reverend gentleman showed himself at home in his appreciation of education. His remarks were well received.

The exercises were closed by singing the Doxology.

PERSONAL.

Prof. ALLEN.—We are glad to note the satisfaction which the labors of Prof. C. H. ALLEN are giving to the people among whom he has been holding Institutes. The following item we take from the State *Journal:*

The Marquette *Express* says, the two weeks teachers' Institute at Montello was a most profitable school, and was worth twice as much to the people of the county as the year's salary of Superintendent Boynton, who arranged it, and it is thus complimentary of Prof. Allen:

"Prof. Allen has won for himself many laurels. The teachers and the people regret that he cannot stay longer. He has delivered three public lectures during the past two weeks, and the people are more than ever before aroused to a better appreciation of a good school. And was it possible to estimate the value of the two weeks' services of Prof. Allen, we would not put lower than $1,000 to this county."

J. W. SERCOMB, a capital teacher, has charge of the school in Superior City. Before leaving Milwaukee he was presented by his scholars with a beautiful edition of Goethe's Faust. Complimentary resolutions were passed by the school. The Superior *Times* thus speaks of the new Principal:

The winter session of the graded school commenced on the 7th inst., with Mr. John W. Sercomb, late Principal of Plankington School, Milwaukee. We congratulate the school board in this worthy selection. An entirely different and more thorough system of education, from that heretofore in practice, will at once be instituted, and we are confident that parents will hereafter have no cause of complaint.

CARROLL—We had the pleasure of meeting J. H. Carroll, A. B., of Village Creek, Iowa, one of the wide awake, progressive teachers of our sister State. Mr. Carroll is visiting the best schools among us, noting our methods of teaching, plans of school houses, etc.

THE WHITEWATER NORMAL SCHOOL.—We had the pleasure of addressing the students of this school a few evenings ago. It was a genuine pleasure too. Though wearied with much speaking, and feeling the unnatural excitement caused by the thrilling scens which had just taken place, we felt encouraged and stregthened by the cordial response given to our remarks.

The short term institute of six weeks has been a great success. Though an additional burden was imposed on the already fully worked faculty, it was cheerfully borne. Many of the teachers who came for the brief period only of the institute, determined to remain a year longer.

The halls of the institution are crowded. We expect soon to hear the cry for more room. The valuable labors of President Arey and his associates are being highly appreciated by all who are familiar with their results.

PLATTEVILLE NORMAL SCHOOL.—We have not been able to visit this shool the present term. We hope to do so at an early period.

While in the southwestern part of the state, on institute business, we heard good accounts of the attendance of students and of the prosperity of the school.

President Charlton had returned from his tour in the east, invigorated in body and mind, and with his able faculty was hard at work.

Query Box.

Our contributors (especially to the Query Box), are requested to write on one side only of their paper.

24. Is it Monday all over the earth at the same moment?

Reply to the 3d answer to No. 24, in the October number.—The words Monday, Tuesday, etc., are expressions invented and used by men to distinguish their civil days from each other. It is neither Monday nor Tuesday in countries which are not inhabited. These expressions have only signification, where men live, that make use of them. As the question seems to be more about the name than about the time, it must also be answered accordingly; for the meaning is—*Has every body Monday at one and the same moment?* That this is the meaning of the question we also see in the 3d answer, which speaks of "one moment," when it is Monday all over the earth, i. e., when every body has Monday. At other moments, when we have Monday, other people may then have either Sunday or Tuesday. We must take the thing, as we find it upon the earth, and not, as it should be. The 3d answer was correct, if all nations would make use of the same chronology and begin their civil days at the same time. It is well known that some nations begin their civil days at sun-set, and others at sun-rise. The civil day of the Arabs begins at sun-set, and ours at midnight; hence, it is not Monday all over the earth at the same moment, because there are different meridians, on which the civil days begin. We have not even the same day of the month at one and the same time. When we have the 1st of June, the Russians write the 20th of May, because they use the Julian chronology, which it twelve days behind our date.—PET. SCHNEIDER, *Gibbsville.*

34. In addition to the three solutions of this question in the October number, we received two more after the matter for the Query Box had been put in type, namely, one from N. Darrow, Reedsburg, and one from O. B. Givens, Juneau. The solutions are good, but as the matter has probably occupied sufficient space, we omit them. For the same reason we omit an additional algebraic solution by H. W. J., of Chilton.

35. On what meridian does Monday, or any other day, first begin? (See ans. to 42.)

36. Divide 21 into two such parts, that, if the less number be divided by the greater, and the greater by the less, and then the greatest quotient multiplied by 1, and the less by 25, the results will be equal—what are the parts?

Let the less number be x; then the greater is $21-x$, and we have the equation:

$$\frac{21-x}{x}=\frac{25x}{21-x} \quad (1) \qquad 25x^2=441-42x+x^2 \quad (2)$$

$$x^2+\frac{42}{24}x=\frac{441}{24} \quad (3) \qquad x^2+\frac{42}{24}x+\left(\frac{21}{24}\right)^2=\frac{441}{24}+\frac{441}{576}=\frac{11025}{576} \quad (3)$$

$$x=\pm\frac{105}{24}-\frac{21}{24}; x=\frac{84}{24}=\frac{7}{2}; \; 21-x=\frac{35}{2}17.5$$

H. W. J., *Chilton.*

37. There is a board 12 inches long, 3 inches wide at one end, and 9 inches at the other; where between the two ends would the board be separated to have an equal number of square inches in each end?

The figure is a trapezoid, and so will each section be after division as required. The ½ sum of the two ends of a trapezoid multiplied by height will be its area. Let y=width of board at place of separation and x=height of lower section after separation; then according to the above $\left(\frac{3+y}{2}\right)(12-x)$=area of upper section and $\left(\frac{y+9}{2}\right)(x)$=second section. Performing the operation first above indicated we have—(1) $12x-xy-3x+36=72$; and from the second we have (2) $9x+xy=72$; from (2) $x=\frac{72}{9+y}$ Substituting this val. in (1) we have (after reducing) $12y^2=540$; whence $y=6.7081+$ and $x=4.5836+$. The board must therefore be cut 4.5836+ feet from base line, which proves, under the above conditions.—B. R. A.

38. How is a piece of board, 16 inches long and 9 inches wide to be cut in pieces in order to cover a square hole of one foot square?

From one *end* separate a section 4 inches across; the *remaining* section will be 12 inches long and 9 wide; placing this upon the hole, a rectangle 3+12 will be uncovered, to cover which we have the first section, which is 4×9. Separate one of its *longest* sides into three equal parts; each will be 3 inches wide and 4 long; lay these three pieces on the rectangular opening in such a manner that their longest sides may all be in the same direction, and the work is complete.—*Ib.*

39. A and B bought a hog which weighed 500 pounds, and each paid ten dollars. A agreed to take his share from the hind part of the hog, for which he had to pay 2 cents more for each pound than B; how many pounds did each receive for ten dollars?

Since each man paid \$10, if we divide \$10 by the price each paid per pound, the quotients will be the number of pounds each purchased, and the sum of these quotients will equal 500, the number of pounds the hog weighed. Let x= price per pound paid by B, then $x\times2$= price per pound (in cents) paid by A (1) $\frac{1000\text{ cts.}}{x}+\frac{1000\text{ cts.}}{x+2}$ 500.

Clearing of fractions $x=\sqrt{5}+1$ is the price per pound paid by B, and $\sqrt{5}+3$ is the price paid per pound by A. To find the number of pounds each purchased, divide \$10 by the price per pound; it may be *indicated*, or we may perform the operation approximately. $\sqrt{5}=2{,}2360679+$; to this add 1 cent=3,2360679+ approximate price paid by B. \$10÷3,2360679=309,01+ pounds B received. 500—309,01=190,98 number of pounds for A.—*Ib.*

Second Solution.—If x be the number of cents. B pays for one pound, A has to pay $x+2$ cents for one pound; A receives for \$10=1000 cents $\frac{1000}{x+2}$ pounds, while B receives for the same $\frac{1000}{x}$ pounds. So we have

$$\frac{1000}{x+2}+\frac{1000}{x}=500 \quad (1) \quad 1000x+1000x+2000=500x^2+1000x \quad (2)$$

$$x^2-2x=4; \quad x^2 2x+1=5; \quad x=1+\sqrt{5}=3.23607 \qquad \begin{array}{r} \frac{1000}{x+2}=190.98 \\ \frac{1000}{x}=309.02 \\ \hline 500.00 \end{array}$$

H. W. J.

40. How many continents are there? There are six, if the land around the sout pole is called a Continent. viz: North America, South America, Asia, Europe Africa, Australia and Antarctic Continent.—*Ib.*

41. Whose duty is it to furnish the school room with wash pans, towels, combs, etc., and see that the interior of the school house is thoroughly cleansed at least once during a term?—ADDIE BRITTON, *Alma.*

"The district board shall provide the *necessary apendages* for the school-house and keep the same in *good condition* and repair during the time a school shall be taught therein."—*School Code, Sec.* 49.

42. If one should start from Madison at noon on Monday, and going west, go round the earth in twenty-four hours, he would reach Madison again at noon on Tuesday; but he would have found no night. Where in his travels would he first find people calling the day Tuesday? In other words, at what meridian do the days begin?—ALPHA.

A person starting from Madison and going round the world in twenty-four hours would first find people calling the day Tuesday in Japan. The establishment of a line on which the day changes, is an arbitrary thing; any meridian may be taken for such a line, just as well as longitude may be reckoned from any meridian. But for the sake of convenience, a meridian is taken that passes over little or no land. Such a line is the meridian 180 degrees east or west of Greenwich, which lies chiefly in the Pacific ocean, passing over only a small piece of land in northeastern Siberia, not inhabited by civilized nations. The difference of time between this meridian and Madison is about six hours. When it is 12 o'clock P. M., on Monday, at Madison, it is 6 o'clock P. M., on Tuesday, at the meridian 180 degrees from Greenwich. Six hours later, it is six o'clock A. M., on Tuesday, at Madison, while at the 180th meridian a new day, Wednesday, begins.

If all nations reckoned the change of day from the 180th meridian, there would be the same day all over the earth at the moment when it is midnight at the meridian, and in this respect, my answer to the question: Is it ever Monday all over the earth at the same moment? (see No. 10 of *Journal*) is not quite correct; but, actually, not all nations do agree upon the same meridian. While most nations reckon from the 180th meridian, Russia counts from a meridian further east, which leaves all Russian territory on the west side. In the district between those two meridians the day has different names with the different nations; the same day is called Monday by the Americans and Tuesday by Russians.—H. W. J.

43. We find Ex. 43, in the last number of the *Journal*, is not given as we intended it; what we intended was: A can perform a certain piece of work in 8 days if B works with him 3 days, (or 8 days of A's and 3 of B's work); B can perform the same in 9 days if A works with him 4 days, (or 9 days of B's and 4 of A's work.)—ALPHA.

44. $\left(\begin{matrix} x^2 - y^2 = 24; \\ xy + x + y = 47; \end{matrix}\right)$ to find x and y.—N.

45. How long will it take any sum at 6 per cent., compound interest, to equal the same sum at 10 per cent., simple interest?

46. The height of a tower, *cd*, to be found. Given are: (1.) A base-line, *ab*. (2.) The angle, *dab*, formed by this base-line and by a line *ad*, drawn from the terminus *a* of the base to the foot *d* of the tower. (3.) The angle *cad* formed by the line *ad* and a line *ca* from the top, *c*, of the tower to the point *a*. (4.) The angle *cbd* formed by two lines, *be* and *bd*, drawn from the top *c* and the foot *d* of the tower to the terminus *b* of the base-line. $ab=100$ meters; angle $dab=35°5'$; angle $cad=16°42'$; angle $cbd=20°57'$. Give the height of *cd* in meters.—H. W. J.

47. A gentleman bought a cask of wine containing 40 gallons. His unfaithful

servant drew out 10 gallons, and filled the cask again with water. After a few days he drew from the same cask 10 gallons more, and filled the cask with water as before, which he also repeated the third time, in the same manner. How many gallons of wine did the servant draw out?—PETER SCHNEIDER, *Gibbsville.*

48. Ninety tons of wheat are to be shipped to a distant place in three vessels, of which each is to carry off thirty tons. The vessels have to pass at thirty custom offices, and at each office one ton of wheat must be left as duty for each vessel. How is the transport of the wheat to be conducted in order to save twenty-five tons?

49. A man borrowed the sum of $1200 for 2 years, and paid compound interest. At the end of the time he owed $1323. At what per cent. was the money put at interest?—*Ib.*

50. Any of the subscribers of the JOURNAL may select a number between 37 and 1259, and divide it by 35. The remainder is to be marked with (a.) The selected number is also to be divided by 36, and the remainder of this division with (b.) Let me know the remainders (a.) and (b.), and I will give the rule for finding the selected numbers.—*Ib.*

51. Any one may select the name of a person, thing, or some other word in the language, or even a whole sentence, and then find the numbers for the letters of the selected word or words in the alphabet below, and add them; from the sum subtract the number of each letter of the selected word in succession, and let me know the remainder in the same order; then, I shall give the words and rule the next time.

ALPHABET,

a, b, c, d, e, f, g, h, i, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26.

The letter *j* has the same number as *i.*—*Ib.*

52. When it is autumn at Racine, what season is it at Jeddo? Why?.—EO. NOMINE.

53. Why do evergreens retain their foliage, instead of losing it every autumn, in common with other trees?—T. F. JOHNSON, *Black Earth.*

54. Why do the leaves of some trees, the White Oak for instance, stick to the trees through the winter after they are dry and sere?—*Ib.*

Educational Intelligence.

WISCONSIN.

THE NORMAL SCHOOLS.—The Normal School at Platteville has an attendance of over two hundred and fifty students. Two new classes have been organized: one an Institute class, for the benefit of those who expect to teach the coming winter, and a military class for the benefit of the young men in general.

The Whitewater *Register* reports the Normal School at that place as prosperous and full to overflowing. Here also an Institute course has been held. This new feature is likely to give the Normal Schools a new impetus.

At Oshkosh we believe the attendance is steadily increasing, and will soon, we hope, rival that of its older sisters.

In this connection, the following from the Milwaukee *Sentinel,* in regard to the Oshkosh school, is not out of place:

Oshkosh may well be proud of her high rank in educational facilities, as well as material wealth. Her people are in full sympathy with this new enterprise, and the faculty and pupils need have no fear but that they will find a hearty cooperation and support.

It would be well for each county superintendent to make the necessary effort to fill up the quota for the Oshkosh Normal School, and thus receive the benefits so freely offered by the State, and here given by Pres. Albee and his worthy Faculty.

CALUMET COUNTY.—In addition to the notice of the Institute last month, Superintendent HAMMOND says:

Prof. W. A. DE LA MATYR, of Elkhorn, and Rev. A. O. WRIGHT, of New Lisbon, are responsible for the good work done; and to these gentlemen, it is the express desire of our teachers that I tender many thanks through your columns. Captain DE LA MATYR has the faculty of getting down to the common school teachers work, and creating an interest in it, and Mr. WRIGHT is like a well ripened nut—prick him where you will and you find meat.

Thirty new subscribers to the WISCONSIN JOURNAL OF EDUCATION were sent in from this Institute. If all the Institutes were to do as well, we should be able to improve the JOURNAL still more.

GRANT COUNTY.—Commenting upon a suggestion made by some one that the Normal Institutes are to long, Superintendent HOLFORD says:

"I know that a good interest on the part of teachers, and in many cases, that of others, was awakened at the Muscoda Institute, and that interest has not yet died out, with all who attended, but that is still growing, working and doing good. One young gentlemen who did not intend to be present at that institute, but who was finally induced to attend the last two weeks, tells his fellow teachers that they *lost* something by not attending, and that if he could sell what there learned and then be without it, $100 would not tempt in the least. Also, a young lady who attended the same length of time at the same place says she would not take $50 for what she learned. Neither of these persons would have attended a day if we had held but two weeks. Also, a few who attended all the time, say that they learned as much as they ever learned at a full term of school or even more. Hence I am in favor of the four week's institute. But I shall make this one suggestion: That the conductor of the Institutes and the superintendent of the county in which the Institute is to be held, be allowed to hold for two weeks in one village and the following two weeks in another, so near that all present can attend; as, for example, to hold two weeks at Muscoda and the next two weeks in Boscobel,—or two weeks in Bloomington and two in Lancaster or Beetown. The whole number of teachers enrolled at the Muscoda Normal Institute, held in August, was sixty-three. Average membership, thirty-five. Average attendance, thirty. Lecture by State Superintent Samuel Fallows and Prof. C. H. Allen. The Institute was a success.

There is no objection to the plan proposed by Mr. Holford. It was adopted in Calumet county. It reaches two communities with the stimulus of the Institute instead of one, and divides the tax on hospitality.

JACKSON COUNTY.—We notice in the *Banner* (Black River Falls) that Superintendent HOFFMAN is in the habit of taking and publishing notes of the schools he visits. This is an excellent plan, especially if pursued in Mr. HOFFMAN'S manmanner. He says:

We are often asked why we do not expose certain teachers in our reports, and are not more severe in criticising their modes of teaching, their character and general behavior. We think the result is much better to extol and commend those who deserve to be, and to pass over the faults and failures of those of whom we cannot speak so well, merely making suggestions whereby they may be benefited, unless something has been done that deserves public censure. It is very easy for persons to suggest how to act, but to act is another thing. With this we close our reports, hoping that they have been more or less beneficial. Our object has not been to find fault and dishearten, but to commend the worthy and to encourage; and have urged teachers to make an effort to make their schools worthy to be favorably reported.

LA FAYETTE COUNTY.—We are much pleased to receive a report of the Institute at Darlington, from F. A. ATWELL, Secretary. The session commenced Oct. 2, and continued five days. Prof. ALLEN was present most of the time, and Prof. MCGREGOR, of Platteville, took up the work on the last day. Messrs. ATWELL, MARSHALL and others also conducted exercises. The State Superintendent lectured on Monday, and Mr. BASHFORD, Principal at Shullsburg, on Thursday evening. The forty-eight members of the Institute, by appropriate resolutions, expressed their appreciation of the "timely and arduous labors" of the County Superintendent, Mr. AHERN, and of the other gentlemen.

MANITOWOC COUNTY.—The Institute here (held in the city of Manitowoc Oct. 9 to 13) was conducted by Prof. GRAHAM, from Oshkosh, who, judging from the resolutions passed at the close, has evidently made himself a favorite with the teachers of the county. They also appreciate highly the services of Mr. KIRWAN, the superintendent. The attendance was over eighty. Mr. KIRWAN, in giving through the *Pilot*, some account of his late examination, after lamenting the necessity for issuing so many limited certificates, notes signs of improvement:

"Many applicants who felt mortified by the inaccuracy of their work two years ago, now do themselves credit, and are worthy of encouragement and commendation; and this change has been brought about only by hard study. It is to be hoped that those who are not yet out of the depths may emulate their example until they stand on solid ground."

We trust a good number of the Manitowoc teachers will follow Mr. GRAHAM over to Oskkosh.

MARATHON COUNTY.—A spirited four day Institute was held at Wausau, commencing September 18. W. O. BUTLER. Esq., late principal at Wausau, and an experienced teacher; Dr. W. H. SEARLES and N. O. SILVERTHORN, Esq., rendered the most important aid to Superintendent GREEN, in the exercises. Forty-three teachers were in attendance. Supt. GREEN says of the Institute:

"It cannot fail to assist teachers to perform their work better and give them more clear views of the vastness of the work that lies before them. Those who do not avail themselves of the benefits of an Institute at least once a year, must see at some time the folly and feel the loss."

TREMPEALEAU COUNTY.—From the Report in the Trempealeau *Record*, we learn that the four weeks' Institute held in that village, commencing August 15, was regarded by the eighty members in attendance, as "an exceedingly pleasant and profitable school, and that the best of good feeling prevailed throughout the proceedings."

The Report further says:—"Supt. WHITING was so fortunate to secure the valuable service of Prof. S. S. ROCKWOD for nearly three weeks. The teachers recognized in Prof. ROCKWOOD an able and experienced instructor. His method of conducting a recitation, is the topical method. The Prof., while he was with us, delivered two able and instructive lectures. Friday morning, September 1st, found that bundle of nerves, Prof. C. H. ALLEN, occupying the place just vacated by Prof. ROCKWOOD. That he creditably filled it no one will deny. A body of teachers might as well try to sleep on a hornet's nest, as to go sleep while he is conducting an Institute. The Prof. favored us with a sound and practical lecture on the Duties of Teachers and Mothers."

Among other resolutions passed was the following deserved tribute to the County Superintendent:

Resolved, That we offer our thanks to Superintendent WHITING for that active part taken by him in making this Institute so pleasant and profitable, and that we recognize him to be an able leader and instructor, and sincerely hope that the

schools of this county may continue to have Superintendents as efficient and thorough.

WAUSAU.—The late efficient Principal here, W. O. BUTLER, who has long devoted himself to teaching, has entered upon another business, which will no doubt prove more lucrative; but the schools suffer loss when such teachers are obliged to seek other employments. The teachers in Wausau for the present are as follows: HENRY E. WRIGHT, of Platteville, Principal; Miss OLIVE JONES, Assistant; Miss JENNIE HANSCOME, Intermediate; Miss MARY E. LYNE, Primary. The new Clerk, Hon. C. HŒFLINGER, Assemblyman in '69, assists much in organizing, and will probably cooperate strongly.

WALWORTH COUNTY.—We have good reason to think that the Institute, now closed, has been a successful one—that better preparation has been secured by those in attendance, both in knowledge gained and in an earnestness of purpose that so well becomes the teacher.

One thing is worthy of notice. Of the sixty-five teachers present, nearly all had heretofore been examined, and had received certificates for teaching—some five or six being excepted. The object, hence, did not seem so much a certificate as real *preparation* for successful school work.

We were greatly aided by lectures and in other ways by Revs. Coleman and Collie, also by Principals De La Matyr, Grigsby and Burton. The latter read a valuable essay before the teachers one day during the session, also a paper on Physical Education the last day. The closing address was by Warren D. Parker, of Janesville. The address was elaborate and sound. M. MONTAGUE, *Supt.*

By a Walworth county paper, we see that at the close of the Institute, the following well deserved resolutions, prepared by the committee on resolutions, were unanimously adopted:

Whereas, We, the members of the Walworth County Teachers' Institute, held during the four weeks ending September 29, feeling grateful for the many instructions we have received in the art of teaching, and in order to express our thanks, and,

Whereas, We, the members of the aforesaid Institute, in consideration of the untiring endeavors for our good and instruction of our superintendent, do

Resolved, That we tender to him our heartfelt gratitude and most cordially extend to him our co-operation in all his efforts to promote the welfare of our public schools.

Resolved, That our kindest regards are due to Superintendent Montague and family for the cordiality and welcome with which they have received us at their residence at various times during the Institute.

Resolved, That the sincere thanks of the teachers are due to those persons who have from time to time assisted our superintendent in his work, thereby adding to the interest of the Institute.

Resolved, That our success as teachers depends in a great measure upon these institutes as a means of raising the standard of schools by suggesting the best methods of teaching.

Resolved, That we put forth our utmost exertions to keep the standard of Walworth county where it now is, above all others in this state.

Resolved, That as this institute has been very beneficial to all who have attended we would recommend and will support the holding of a similar one another year.

CONNECTICUT.—This State has abolished the rate system, and is working now under a "free school" system. For this and other reasons, and especially the energetic and well directed labors of the Secretary of the State Board of Education, Hon. B. G. NORTHUP, rapid progress is being made. Says the *Connecticut School Journal:*

Probably no State has advanced more rapidly in educational matters than ours within the last five years. The change is marvellous. Not only has the rate bill been abolished and the system of free schools been established, but popular interest has everywhere deepened, the masses have come into more cordial sympathy

with our schools, and the appropriations made by the people for common schools have increased more than 400 per cent. The public schools, instead of being practically pauper schools, or "for the poor alone," as had been both the theory and practice in some localities, have been elevated and dignified in the esteem of both parents and pupils, and made good enough for the children of the rich, and then none too good for all. Tardiness, truancy and irregularity have diminished' and thus the average attendance increased. New and greatly improved school houses have been erected. The school terms have been lengthened so that our school year is now longer than that of any other New England State. Institutes and other educational meetings have been multiplied and largely attended. The statistics given in the last report of Secretary Northrup show an increase in full thirty-eight specifications and a decrease in but three—inexperienced teachers, poor school houses and small districts—the decrease in each being a happy gain.

Odds and Ends.

THE LAKE TAHOE and Central Pacific Railroad Tunnel will be five miles long, through solid granite, 19 feet in height and 21 feet wide.

AN OLD LADY from one of our rural diarticts astonished a clerk in in one of the stores a few days ago by inquiring if he had any "yaller developments sich as they did up letters in.".

THE OLDEST DAILY PAPER in London is the *Public Ledger*, stated in 1759, and is now merely an advertising sheet for auction sales. The *Times* was not founded till 1788, and then under another name.

AS OLD ROGER ASCHIM hath it, "to omite studye some tyme of the daye, and some tyme of the yeare, maketh as much for the encrease of learnings, as to let land lye sometyme falloe maketh for the better encrease of corne."

Punch PICTURES a parent complaining to a pedagogue, "I see ye've put my son into a grammar and jography. Now as I neither mean him to be a minister or a sea-captain it,s o' no use. Give him a plain business eddication!"

CORPORAL PUNISHMENT is to be abolished in the British navy in times of peace, except in cases of mutiny, using or offering violence to a superior officer, and deserting a post under aggravating circumstances. It was abolished in the army some time since.

A YOUNG LADY at home from boarding school for the holidays was asked if she would have some roast beef, when she replied, "No, I thank you, gastronomical satiety admonishes me that I have arrived at the ultimate stage of deglutition consistent with dietetic integrity!" She was never asked if she'd have anything more again.

THE ARCTIC EXPEDITION.—A letter recently received from an officer of the Arctic expedition, states that Capt. Hall hopes to carry the *Polaris* to 80° north latitude. The season was very favorable, and the sea very clear of ice. "God willing," he says, "we may accomplish the object of the expedition so as to return home again next fall."

A PHYSICIAN of great note has said: "Tobacco has a tendency to soften and weaken the bones of young people; it greatly injures the brain and spinal marrow, and, in fact, the whole nervous fluid. A boy who smokes frequently, or in any way uses tobacco constantly, is never known to make a man of much energy, and generally lacks muscular as well as mental power."

AMONG the articles sent to Capt. Hall to cheer his journey to the polar regions was a tin can carefully sealed and labeled: "Not to be opened until the Polaris reaches the Artic seas." But it met with an accident and the secret leaked out. It was a can of patent axle grease, with which Captain Hall or his survivors were affectionately requested by letter to lubricate the axle when the Pole should be reached.

THE WELL KNOWN GŒTHE was accustomed to say: "The destiny of any nation at any given time depends on the opinions of its young men who are under the age of twenty-five years." What an incentive this should be to all to have the young carefully taught only right principles in religion, government, business—and in one word, in everything. Are parents, guardians and teachers aware of the momentous responsibility that is devolved upon them in this matter?

AMONG some of the South Sea Islanders, the compound word for hope is beautifully expressive. It is *manaolana*, or the *swimming thought*—faith floating and keeping its head aloft above water, when all the waves and billows are going over—a strikingly beautiful definition of hope, worthy to be set down along with the answer which a deaf and dumb person wrote with his pencil, in reply to the question, "What was his idea of forgiveness?" "It is the odor which flowers yield when trampled on."

EVEN the polished skeptic, Wendell Phillips, with all his singularities, has a wonderfully practical way of "putting things" some times. To the assertion that Buddhism was equal to the religion of Jesus, he replied: "To all this, the answer is, *India—past and present*. The Asiatic civilization has failed from no lack of intellectual vigor or developement. The force wanting was a spiritual one. Body and brain, without soul. Asia rotted away. From Confucius to Cicero, there is light enough, but no heat."

ONE of the shrewdest of parish beadles was Saunders Grant, village tailor at Muir. "How is it Saunders," inquired the minister, "that these two young neighbors of mine have their churches quite full, while, though I preach the same sermons that I did twenty years ago, my people are falling off?" "Weel, sir, I'll tell ye," said Saunders; "it's just wi' you as wi' mysel, I sew just as weel as ever I did, yet that puir goose, Draper, has ta'en my business maist clean awa. Its no' the sewing that'll do, sir, it's the new cut; it's just the new cut!"

SLEEPLESS PEOPLE—and there are many in America—should court the sun. The very worst soporific is laudunum, and the very best, sunshine. Therefore, it is very plain that poor sleepers should pass as many hours as possible in sunshine, and as few as possible in the shade. Many women are martyrs, and yet they do not know it. They shut the sunshine out of their houses and their hearts, they wear veils, they carry parasols, they do all possible to keep off the subtlest and yet most potent influence which is intended to give them strength and beauty and cheerfulness.

New Publications.

BOOKS.

ADDRESSES AND PROCEEDINGS OF THE NATIONAL TEACHERS' ASSOCIATION, AMERICAN NORMAL SCHOOL ASSOCIATION AND THE CENTRAL COLLEGE ASSOCIATION. 240 pp., cloth, $1.25. JAMES H. HOLMES, publisher, Washington, D. C., 1871.

This interesting volume contains all the addresses and discussions of the National Educational Association held at Cleveland, Ohio, August, 1870. Among these is the address of the United States Commissioner of Education, Gen. John Eaton, Jr., upon the Relation of the National Government to Public Education, a thorough and able discussion of the theme. Miss Delia Lathrop's paper on "Object Lessons, their Value and Place," is valuable and instructive, as is also the discussion which it called forth. "Free Common Schools," by Hon. Frederick A. Sawyer, U. S. Senator, is full of thought and stimulus. "Theory of American Education," by Wm. T. Harris, is very suggestive. "The Human Body, a Subject of Study for the Teacher," by Hon. J. L. Pickard, is worth the price of the book. There are many other articles in this book, among them Dr. Hoyt's Preliminary Report on an American University," which are worthy of an extended notice, had we room to spare. We would earnestly exhort every teacher to send $1.25 to Jas. H. Holmes, Publisher, for a copy. A thousand at least ought to be sold in our State.

ELEMENTS OF THE ANATOMY, PHYSIOLOGY AND HYGIENE OF THE HUMAN SYSTEM. By JUSTIN R. LOOMIS, LL. D., President of the University at Lewisburg; author of the Elements of Geology. *Revised Edition.* New York: Sheldon & Co. 254 pp; 12 mo.

Loomis' Physiology is too well known among teachers as a standard work, to require an elaborate notice. By revision, the book is brought up to the present state of the science. The chapter on the important subject of digestion is much improved and the whole brought within a convenient compass for a text book. Teachers and boards wishing to introduce the study, or make a change in their text books, will do well to examine this book.

A PRACTICAL BUSINESS ARITHMETIC. By LORENZO FAIRBANKS, A. M., author of Treatise on Book-Keeping. New York: University Publishing Company; 430 pp. 12 mo.

This book is designed for business men as well as students, and the author claims to have introduced the shortest and best practical methods of computation as employed by experts in various branches of business. This will commend it to favor with those who appreciate practical instruction. It is a fact we believe that a great deal of the arithmetic learned at school has to be learned over again when applied to the business of life, and it does not require much argument to induce belief that one who is an experienced business man as well as scholar will be likely to make a better arithmetic than a school-master. This book is especially full on precentage, interest, exchange, equation of payments and such other computations as business men most frequently need to make.

SCHOOL MANAGEMENT. BY ALFRED HOLBROOK, Principal of Normal School, Lebanon, Ohio; author of Normal Methods of Teaching. Lebanon, Ohio: Published by Josiah Holbrook. 272 pp.

This book embraces twenty lectures, and its scope is indicated by naming their general subjects. Five lectures are devoted to the Qualifications of Teachers; three to Difficulties; one to the Human Constitution; three to Class Management; two to Organization; the remainder to Incentives, Discipline, Strategy and Tactics, and Object Teaching. Mr. Holbrook is a veteran in the work of education, thinks for himself, and presents the ripe results of long experience. The book is not an exhaustive or logical treatise on education, but the several lectures may be read with great profit, especially by younger teachers.

THE UNCIVILIZED RACES, OR NATURAL HISTORY OF MAN, by Rev. J. G. WOOD, M. A., F. L. S., etc., and KNOTS UNTIED; or WAYS AND BY-WAYS IN THE HIDDEN LIFE OF AMERICAN DETECTIVES, by Officer GEO. S. MCWATTERS, late of the Metropolitan Police, New York, (which last we noticed in our last issue,) are published as Subscription Books, by J. B. Burr, Hyde & Co., of Chicago. This firm, though burned out, is again on the ground with a fresh supply of Publicacations. Agents are wanted to canvass for the above, and other interesting books. Address, Chicago.

PERIODICALS.

SCRIBNER for October is unusually interesting. "An Island on Fire," is a graphic production, graphically illustrated by Dr. F. M. Coan. "Water—its Ways and Uses," by Benson J. Lossing, is a scientific and yet popular treatment of the theme. "Was Adam the First Man," is an argument to show that he was not, based not only on alleged scientific facts, but upon the testimony of the Mosaic records themselves. It will excite a great deal of attention. "Wilfrid Cumbermede" grows more interesting. A very suggestive article entitled "A Talk About Teaching," is given in the Editorial Department. The November issue, among other very interesting articles, contains a thrilling narrative of "Thirty-seven Days of Peril" in the wilds of the Upper Yellowstone. Although now one of the largest magazines, Scribner for the coming year is to be enlarged. Its price will, however, remain the same—$4 a year. Scribner & Co., 654, Broadway, N. Y.

THE ATLANTIC for November, continues Kate Beaumont, Watch and Ward, and Their Wedding Journey. Clarence King has an interesting article entitled Wayside Pikes. The main article is an essay by Edmund C. Stedman, entitled Tennyson and Theocritus, in which he shows the striking resemblance of the poetry of Tennyson to that of Theocritus.

HARPER'S for November has four illustrated articles; the one on "A New England Village," is exceedingly pleasant reading. It continues the American Baron, and concludes Anne Furness. The Easy Chair is as happy as usual in his remarks upon the Poems of William Ellery Channing; Special Providence, and Misinformation by the newspapers. Terms $4.00 per annum. Address Harper Bros. N.Y.

THE LADIES REPOSITORY and GOLDEN HOURS for November, both published by Carlton & Lanahan, New York, are excellent numbers. The Repository has a fine engraving of "Oberhofen on the Thuner Sea." The article upon Oriental Literature, Part I, is interesting and a good appetizer for what is to follow. Golden Hours is well filled with reading suitable for the young.

OUR YOUNG FOLKS continues the Fortunes of Jack Hazard, and has its usual variety of short stories, etc. It still holds its place as one of the very best magazines for young people. Both the above published by J. R. Osgood & Co., Boston, Mass.

THE ECLECTIC Magazine is always a most welcome visitor. The November number has many rich articles. It is embellished with a striking portrait of Ludwig Van Beethoven. The leading article, "Shakspeare and his times," is critical, exhaustive and yet popular. "Modern Geology and Mosaic Account of Creation," is full of interest. The essay on "William Wordsworth," is keen and appreciative. Among the other articles are "Darwin's Descent of Man," concluded, "On the Characte of Cleopatra," etc., etc. E. R. Pelton publisher, 108 Fulton St., New York. Terms: $5 per year, two copies $9, single copies 45 cents.

LITTELL'S LIVING AGE keeps up its old prestige. When it said that it gives the best and freshest cream of European Literature, and gives it weekly, nothing need be added to induce those who appreciate a frequent feast of good things to partake. The, *Nation,* no mean judge, says it is the "best of all our eclectic publications." Published weekly at $8 a year, free of postage. An extra copy sent grats to any one getting up a clue of five new subscribers. Address, LITTELL & GAY, Boston.

THE NEW ENGLANDER for October contains "The Poetry of William Morris;" "Christianity in its Progressive Relation;" "The Ground of Confidence in Inductive Reasoning;" "Cultus Varieties;" "Yale College—some thoughts respecting its future," by Prof. Timothy Dwight. "The Theory of the Extinction of the Wicked," by Prof. Sam'l C. Bartlett. "Rothe on Revelation and Inspiration," translated by E. Janes. "Railways and the State," by Prof. Leonard Bacon, D. D. Ample notices of new books are given. It is an admirable number. The prospectus for 1872 is announced. The New Englander will continue to discuss, in a broad though critical spirit, all questions of public interest in literature, science and philosophy. Terms: $4 in advance, single copies $1. Address, William S. Kingsley, New Haven, Conn.

TAE GALAXY, always fresh and sparkling, gives us, in the November issue, among the sixteen principal articles, a very interesting continuation of "Popular Fallacies," by Carl Benson, and very readable Papers on Lee and Jackson, the Confederate Generals, and on Admiral Farragut. The Galaxy shines, not only with a brilliant but increasing lustre. $4 a year in advance. Two copies will be sent for $7; three copies for $10. Address Sheldon & Co., No. 677, Broadway, N. Y.

WE GIVE a cordial welcome to the New England Medical GAZETTE, a Monthly Journal of Homœpathic Medicine, Surgery and the Collateral Sciences. J. T. Talbot, M. D., Editor; Wm. Tod Helmuth, M. D., Surgical Editor. We are told by a competent authority this is one of the very best Medical Journals in the country. Published by S. Whitney, M. D., 14 Burroughs Place, Boston, Mass. Price $3.00 per annum.

THE NATION steadily increases in popular favor. It has taken a decided stand against the Tammanyites and has won deserved plaudits from those who have been inclined to consider it a little too conservative. The articles upon Quebec and Niagara Falls in the late numbers, are good specimens of description in choice English. Terms $5.00 per annum; address, Publisher of Nation, Box 6732, New York.

WILSON, HINKLE & Co's Illustrated Descriptive Catalogue of School and College Text Books. Revised Editition. This is about the most elegant and complete thing of the kind that has come to our table. This enterprising firm, determining to compete with the publishing houses of New York, have opened a branch office in that city, No. 28 Bond Street, as we have before mentioned.

ELECTIC PENS.—The above named firm furnish three sizes of Steel Pens, "School," "Commercial," and "Ladies," to accompany the Electic System of Penmanship. Like everything issued by this house, these pens are well manufactured and well adapted to their purpose. We know of no steel pens that write better.

RESUMED BUSINESS.—The representatives of our Chicago advertising friends, who were burned out, with true Chicago pluck, have generally resumed business.

IVISON, BLAKEMAN, TAYLOR & Co., at 273 West Randolph Street. (See adv't.)

HARPER BROS., at 81 Twenty-Fifth Street.

A. S. BARNES & Co., at 515 State Street. (See advertisement.)

D. APPLETON & Co., at No. 8, Sixteenth Street, (Not 117–119 State Street, as in advertisement.)

E. H. BUTLER & Co., at 425 South May Street.

J. DAVIS WILDER, (Liquid Slating, etc.,) at 273 West Randolph Street.

ADAMS, BLACKMAR & LYON will soon be ready to supply Wisconsin School Records and Blanks again.

WISCONSIN

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THE TEACHER'S POSITION.

BY HON. J. L. PICKARD, SUPERINTENDENT OF SCHOOLS, CHICAGO.

[Lecture before the Wisconsin State Teachers' Association, July 13, 1871.]

Since Shakespeare's time the schoolmaster has been satirized. Holofernes, who is said by one, "to have been at a feast of languages and to have stolen the scraps," represents to us what the great dramatist thought of the pedagogues of his time. At a later date, Shenstone describes his schoolmistress as—

> "A matron old, whom we schoolmistress name;
> Who boasts unruly brats with birch to tame;
> They grieven sore, in piteous durance pent,
> Awed by the power of this relentless dame,
> And, ofttimes, on vagaries idly bent,
> For unkempt hair or tasks unlearned are sorely shent."

Irving finds in his Sleepy Hollow an Ichabod Crane, "long, lean and lank," whose "head was small and flat at top, with huge ears, large, green, glassy eyes, and a long, snipe nose, perched like a weather-cock upon his spindle neck, to tell which way the wind blew—with his clothes so bagging and fluttering about him, that one might have mistaken him for some scare-crow eloped from a cornfield." And, again, he presents Tom Slingsby, employed by the Squire out of regard to Ready Money Jack, Tom's early school friend, who, out of school-hours, chats in the village tap-room with the vagrant son of a musical tailor until he becomes so intimate as to employ the lad as assistant or usher in his school.

Dickens portrays, at length, the lord of Dotheboys' Hall, "whose expression, when he smiled, bordered closely on the villainous." No one, who has read Nicholas Nickleby, will fail to remember, with utter loathing, the schoolmaster, Squeers, who was angry with Smike because he had given him no occasion for anger. Nor can you have forgotten the fortunate teacher of the Gradgrind family, Mr. McChoak-

umchild, who, with "one hundred and forty other schoolmasters, had been lately turned at the same time in the same factory, on the same principles, like so many piano-forte legs," who, "if he had only learned a little less how infinitely better he might have taught much more."

'Tis a pity that these writers, whose works are to outlive many generations should have presented to us only the pedantic Holofernes, the sharp visaged, but nameless teacher of Shenstone, the awkward and enamored Ichabod Crane, the rollicking and prodigal Tom Slingsby, the tyrannical one-eyed Squeers, and the fawning over-learned McChoakumchild. There were men of a different type. Shakespeare must have known of Roger Ascham, the teacher of Queen Elizabeth; Irving had acquaintance with Mary Lyon, David P. Page and Horace Mann, and Dickens certainly esteemed Thomas Arnold.

But writing for us, they saw our need, and sketched in advance some pedagogues of the present day—those who like Holofernes, "have lived long on the alms-basket of words;" or who like Ichabod Crane, board longest with dames that can present the prettiest daughters, or exhibit the best stocked larder; or who like Squeers, would starve a battered body that the soul might thrive. Such marked characters determine the opinions which many hold of teachers, while the noble ones—who "speak as the common people do and think as the wise men do"—who seek not entertainment, but opportunities for enlightenment—who honor the image of God which encases the soul of an earnest and loving pupil—labor on unwritten and unsung, save as their lives are written upon the pure lives of their pupils, and their praises are sung in the homes they have helped to elevate and to cheer.

During the past twenty-five years, rapid strides have been taken from the unenviable positions accorded the teacher by Shakspeare, Irving and Dickens, and toward the higher plane it is our privilege to occupy. And yet the fact is patent to all, that to the teacher's profession men are not drawn as to other learned professions. Why it is thus, it will be my purpose to explain.

1. With most it is not entered for life. It is made an easy stepping-stone into business or professional pursuits of other kinds. It is the halting place for those whose means have become reduced, until replenished their purses will sustain them in the trying years during which they establish themselves in practice of law or of medicine, or will bear them safely through the perils of candidature for some vacant pulpit. Nine-tenths of those who are now preaching or practising have taught school for a longer or shorter period, and they taught with no expectation of making it their life work. While employed outwardly in the school-room, their inward selves have been at the dissecting table, or with Blackstone and Story, or with Edwards, McCosh or Wesley.

From the very beginning of their studies they had no thought of the work upon which they entered for a brief period. All their hopes, their aims, their ambitions, centered upon their future work. How could they dignify the profession of teaching in which they had only a mercenary interest, when their souls were completely enwrapped in the work they were only too eager to enter upon?

I have thus far alluded only to my own sex. The vast majority of our teachers are those who from the very constitution of society cannot bind themselves to teaching as a life-work. Of this fact they are conscious and their purposes bear them in the direction of their consciousness. Whether at the end of one year or two years or five years, they shall be transferred from the school-room to the home, from the training of the children of others to the watch and care of their own, is a question ever present to those who shrink from teaching as a life-work. The noble and sacred profession of the wife and the mother, in these days too lightly esteemed, will draw from the ranks of teachers more rapidly than do the professions of law, medicine and divinity. This uncertainty born of hope leaves the minds of our lady teachers in an unsettled state and greater pains are taken to prepare for what they hope to be than what they are.

Then comes a large class who teach when farm work is not pressing or when mechanical labor is in slim demand or during a college or seminary vacation.

Still others wait in the school-room for vacancies in life insurance offices or for unoccupied desks in the possession of large publishing houses.

Some who have tried the tempestuous sea of business life and have suffered shipwreck; briefless lawyers, ministers without charge who desire change and a change, physicians who have waited for patients until their patience has become exhausted, recall the fact that they once loved to teach and return to their first love only because they have failed to win the smiles of those whose superior attractions alienated them from the less fascinating sister.

Satirized, loaded down with the weight of impecunious students, idle farmers and mechanics, expectant maidens, waiting agents, disheartened lawyers, doctors and clergymen—all of whom have fled to her for support and for shelter—what wonder that our profession finds it too hard to hold up her head and walk erect among her sisters?

Does the picture seem to any of you overdrawn? Answer this plain question and view it in the light of your answer: How many who now hear me have settled down to their work with the single purpose of making it a life-work? Other professions are filled with men who think of nothing else—ours with those who think of almost everything

else. This wide difference leads me to speak of the second reason for the rank our profession holds.

II. It is from its very nature unattractive in that it furnishes little food for ambition—it holds out no prize of rank or station. If places of special honor or trust are to be filled, search is made among the lawyers, the doctors or the clergymen for worthy occupants; or it may be that among merchants, mechanics or farmers, successful search is instituted. Teachers whose whole life is spent in the presence of their inferiors, and who have little leisure for general culture are overlooked. Whether this is of necessity the case, it is not my purpose just now to discuss—I am treating of facts as they do exist. If a teacher would take his share in the administration of government as legislator, executive or judge, he must carry for a time the green satchel; if he would have a hand in directing the affairs of the benevolent institutions of the land, he must carry for a time the saddle-bags, or wear the surplice and the gown. Beneath the clerical black is found the College President or Professor, though all his ability may have been gained in the Teacher's study and in the school-room, still his merit is not discovered usually until he is entitled to prefix the Reverend or affix the M. D. or Esq. to his name. Ambitious men do not therefore covet the teacher's place.

Observing this, the public forms its opinion, and public opinion assigns a subordinate place to the teacher's profession. To the public, teachers as a class are a very useful class, perhaps indispensable, demanding no great amount of talent or preparation; a class to which may be introduced a large number of poor relations, not very learned, to be sure, not very smart; but possessing enough smartness and sufficient learning to teach little children, and so full of the spirit of economy as to be willing to teach for a pittance. What, forsooth, is to become of patronage, if Mr. A., a University graduate, or Miss B., who has successfully completed a course in one of your best normal schools, should be preferred to the director's son, the clerk's sister, or the treasurer's cousin? Nepotism is eating out the life of the teacher's profession. In too many cases the examination of a candidate consists more in ascertaining whose blood flows in his veins than in determining the character of that blood. And, with shame be it said, there are many teachers who rely more upon having friends at court than upon the possession of brains. Not all places deserve the compliment paid the good sense of one people by a quaint school officer who, in looking over the recommendations of an applicant, and observing that great stress was laid upon the fact that he was the son of a prominent man, returned the papers with the remark, "Daddyism is at a discount here." The fact of being the son of farmer A., or the daughter of lawyer B., or

the niece of doctor C. is by no means proof of incapacity, but reliance upon that fact alone is positive evidence of unfitness for the teacher's work. Nepotism and "daddyism" are twin leeches, ever crying "give! give!!" They take, but they never return.

But to the more important hindrances to our professional success. The impression that no special preparation is necessary is false and fatal. Why it is that men will employ as teachers those who have never studied the theory and the art of teaching is a mystery to me. Lawyers must have read law, prepared papers and witnessed trials under the leadership of a competent master or within the walls of a law school before entering the courts as practitioners—all others are "pettifoggers." Those who essay the healing art without several courses of preparatory lectures and much clinical instruction are properly called "quacks." Theological seminaries have been proven a necessity, for people will not listen one day in seven to a man who has not had some special training. The clergyman who does not know how to feed his flock according to the dietetic rules laid down by Calvin and Wesley or Murray will soon be left to starve. The physician who practises at random, making experiments upon his patients will soon be found seeking other employment; and the lawyer who is ignorant of the rules of evidence and the practice of courts may long sit briefless. Each of these must bear the expense of his preparation looking to successful practice afterward for his remuneration. But the teacher is too often paid for experimenting, and uses his patron's money instead of his own to meet the expenses of his preparation, if, indeed, he prepares at all. Once installed in the school room he sees no further need for study. Is he not already commissioned for his work? Is not this commission full proof of his fitness? Why waste his time in preparing to teach when he has already been entrusted with pupils? Surely men who employ only skilled mechanics in the erection and adornment of their houses, who will not entrust their horses to the care of those who have had no experience with good grooms—such men will not place their children under incompetent guides and instructors. Surely, the fact of their employment is sufficient proof that they need not trouble themselves about the little matter of preparation.

Thus many will reason. Tell me, do they thus without reason? Those whose attention has not been called to the need of special preparation, are not supposed to understand its value or its importance. A's conscience is quite at rest so long as he receives as large a salary as is given to B, who has spent two years' time and several hundred dollars in preparation.

In following out this line of argument I meet another barrier to our

success. It is found in the mass of teachers who have come to a dead halt in the matter of culture. To be sure they go round and round through the same beaten path year after year, teaching so much arithmetic, so much geography, so much Latin and what not, but their revolutions are not like those of the locomotive wheels which bear forward the freighted train, not like those of the noisy mill wheel even, which communicates power to useful machinery, but like the revolution of the hands of a clock from twelve to six from six to twelve, reminding one that the time past noon rapidly increases while the time to midnight as rapidly diminishes. From noon into midnight plunge those who do not keep abreast of the times by broad and generous culture. Confined six hours a day with those whom we know to be our inferiors, we lack the stimulus that other professional men feel while battling with their equals, often with their superiors. If our daily duties do not demand it, let the high ideal we should ever have before us lure us to generous culture. We are shaping the lives of those who are to touch the world at every point. We need to know the world thoroughly that we may shape our pupils to the best purpose. Of all professional men the teacher needs to be the most thoroughly informed. There are deep ruts in his path worn by his predecessors. He starts out of these determined to remain out, but in an unguarded moment his wheels slide and reach the very bottom. It is much easier to follow along than to pull out, while the hope is cherished that soon a spot will be found where he can easily extricate himself. Delusive hope! He forgets that his predecessor travelled in those same ruts to the farthest end and there is no way out of them but by lifting out. We are accused of being narrow-minded, bigoted and conceited. Toward this tends a narrowed course of thaught such as one who would be only a teacher will most naturally mark out for himself. With the study of the teacher should be coupled the study of the man. We need to be better informed men and women, sinking out of sight the teacher as we come in contact with the world. Unknown as teachers outside the school-room we shall become better known as teachers in it. The more evenly developed our powers, and the more symmetrical our attainments the better will be our reputation and the higher our professional standing. We shall more surely reach our goal of high professional success, if we seek to be men more than teachers. Those who are to-day most highly honored as teachers owe their success to their sterling manhood. They are honored for what they *are* rather than for what they *know*, while what they know of themselves, their fellow men and of the great world about them and of Him who made all and rules all, has made them what they are. Our profession will be honored as those who represent it are worthy of honor. It is not the calling that ennobles the man, but the man

that makes the calling honorable; the better the man the higher his calling.

This last consideration towers like a mountain peak until all others are buried in its shadow. It matters but little whether or not we make teaching our life-work, if we acquit ourselves like men while we do pursue it. Director's sons and clerk's daughters may, under the influence of a bright example, be brought to a consciousness of the value of merit over that of blood, and thus turn nepotism into a blessing. Generous culture involves special preparation, and cannot exist without it.

The teacher's profession grows in favor every day fully as fast as its merits warrant. The tendency is to give it undue exaltation, a tendency which must meet with disastrous reaction unless we gird ourselves to the task of maintaining the ground already held, and the still greater task of securing a higher stand-point. This girding must be of mind and of heart—brightening the former and warming the latter. Sitting down in convention, as has been too often done, and bewailing the low state of our profession, mourning over lack of appreciation, and resolving that as a class we are too poorly paid, to the shame of our patrons, is the veriest folly. An intelligent public will laugh at the man who comes at them with a string of blubbering resolutions, but will honor him who comes to them with loins begirt, and brawny arm bared for work, saying "I will show you what a willing mind and a warm heart, backed by a healthy body can do, and I will trust you for a meet reward." By close study and assiduous attention to cases involving small reward, lawyers and physicians build up a reputation which ensures more important cases and greater reward. Those who complain most about want of appreciation usually have within themselves the least that is worthy of appreciation.

"The best way to improve one's condition is to improve one's self."

NOTHING BUT LEAVES.

FROM THE JOURNAL OF A TEACHER, EDITED BY "PEN." PART I.

OCTOBER, 1871.—June and October have always been my favorite months, for to me they seemed the most striking types of the two great phases in human life; the fulness of its vigor and beauty, and its decay. In June, nature bursts upon our enraptured sight in all her pristine glory, like pefect manhood, a wondrous revelation of her *living God.* Her sky is pure, her breath balmy and sweet as a healthy infant's, her form so beautiful that Art despairs of fixing it upon the canvass. The human eye feasts upon the delights of heaven and earth and the heart is stirred with joy—a joy so keen that it borders upon

pain; for the very thrill of rapture is intensified by and blended into the knowledge, that all this loveliness is short lived and, alas! will die away.

And the end of our summer dream has come, but it is a calm and peaceful end in the arms of October. The sky is still blue and the air warm at mid-day, but the death-chills come in the still nights and bleach fair Nature's sunny locks. Her last pale monthly rose showers petals on the green-sward where the trees bury them beneath a mantle of leaves that glow in all the colors of a Rembrandt's palette. Above, the last warblers, perched on leafless boughs, chant the dirge of the flowers and the mournful wind whispers a responsive amen.

Truly, "the melancholy days have come," and the rustling and sighing of those wingless denizens of the air, the leaves, as they drop and lie at your feet or are wafted into some lonely hollow, seems almost endowed with life, and the startled ear hears in the many-voiced sounds innumerable farewells. Day after day I watch those dying "children of the trees;" I see how they tremblingly leave the mother branch and cover the earth with a gay drapery of crimson, russet and gold. There the children play with them, and the frolicsome kittens, and even the old house-dog joins in the sport of chasing them across the meadow, and careless man treads them under foot. They are nothing but leaves; let them fall and die, it is their fate.

Yes, those leaves, so varied in form and color, so unlike in life and death, but all coming to the same end—decay, and thereafter oblivion—are true symbols of the days of man. Bright or dark, green or faded, they all drop from the parent stem, never, *never* to return. So day after day drops into eternity, leaving to man nothing but memory—a thing that also fades and dies in time. And as the curious often collect a handful of autumn leaves to admire their beauty, and to notice with sad surprise what they saw not as they hung aloft, how the worm and the insect have deformed them and warped their perfect forms—so the thoughtful will look upon the days of the past, and while they are thankful for the blessings that have beautified them, they will with sorrow perceive how our own moral imperfections have blighted so many, and sadly perverted their proper use.

Let me gather a few of those autumn leaves of my own life—though "Nothing but leaves," they may teach us something now and then. If you find among them a goodly one that pleases you, remember it reflects the sunshine of childhood, the smiles and loves of the little ones entrusted to my care; if you meet with a dark and sear one, then do not forget that *doubt* and *weariness* are the hoar-frosts in a teacher's life; whatever day he gives up to these will be a dark one to his memory, and would be a curse were it not for the wholesome, though bitter experience gathered therefrom.

The first leaves we gather from the ashes of the place that matured them. Once a school was situated where the stately Michigan Southern and Rock Island depot stood but a few brief days ago. The dark wing of Destruction has swept ever the site, and the building, an ornament to Chicago, lies before us, a black and dreary ruin.

But my thoughts wander from the mournful spectacle back to the days when in the place of the late magnificent pile stood a low wooden building, one of the shabbiest of depots, and close beside it the railroad chapel. That old chapel was our school house; and a high place it holds in my heart and memory, not because I taught there, but because *I* was taught. There I was under the hand of a tutor who wielded a rod of iron. *Experience*, that sternest taskmaster of poor humanity, gave me many a hard, bitter lesson to learn; but it was not all gloom, for many little hands and hearts were always ready to scatter blessed sunshine on my way, and lisping little lips breathed inspiring music and hallowed words of affection, strengthening my soul when aweary, and guiding my faltering steps.

June, 186–.—This morning our minister requested me by note to call at his office. I did so in the course of the day, and was informed by him that he desired my services in one of his parish schools.

"I shall not deceive you in regard to the kind of school I want you for," said the Doctor. "It is a kind of mission school, founded for the purpose of exercising a healthful moral and religious influence on a class of people who are very much in need of it. The people whom we are trying to reach through their children, are mostly poor, or at least in modest circumstances; many of them are railroad and factory hands, drivers, laborers and mechanics, with a sprinkling of saloon keepers. The locality of the school is a poor one, but we were obliged to take what we could get near the homes of these people. I suppose you will find the work rather hard at first; but remember you can do a great deal of good by undertaking it. You will find many evils that need remedying, among them profanity, filth and a most irregular attendance. We care more for the moral than the scholastic improvement of the children; don't attempt too much, but watch the manners of your pupils and try to inculcate lessons of purity and goodness. The children have acquired some additional bad habits under the monitor-system which the present teacher, your future colleague, was obliged to introduce on account of the large number of children. If troubles of any kind should arise, you can appeal to the school board or to me."

"But still another and more disagreeable task awaits you. Rumors have reached me that our teacher, Mr. T., has been guilty of various misdemeanors, and that those children have refused to go to school

The accusations are of a vague character, dwelling chiefly on improper language and a highly objectionable mode of punishment. I do not want you to act the spy, but if any improprieties should come under your notice, you are expected to inform me. I hope those complaints have been greatly exaggerated; at any rate, I think the presence of a lady will act as a check in case Mr. T. should be disposed to be rude."

"But why employ a man whom you cannot wholly trust?" I remarked. "Why not investigate the matter at once and dismiss him immediately if guilty?

"Because the investigations held, proved nothing, yet they do not wholly remove suspicion, and because it will be next to impossible to get another to fill his place as well as he does, without demanding a salary quite above the means of the parish. I have strong hopes that all will turn out right by and by, if you but do your best; and now let me give you the address of our school-board, who would like to see you before you commence to teach.

The chief member of the board, on whom I called in the afternoon, a portly baker, was in his shop, I handed him the minister's note of introduction.

"Ah, you are our new school ma'am," he said, briskly, after reading it. "I am glad you have come, for our school is crowded and twice as much work as one man can do. You will have tough job at the mission, for we have a strong admixture of the worst boys in Chicago; we ca'nt turn them out because their parents are members of our church. Two-thirds of the young ones are a bad set, and in daily need of the rawhide; they get it, too; Mr. T. knows how to apply it, ha, ha!" And the baker made the motions of belaboring some imaginary object; then he continued: "I hope you are strong enough to whip those boys, or you may expect to see them whip you."

"I have never whipped a child, and I shall try to do without that relic of barbarism," I replied. "I have always considered corporeal punishment a poor corrective, and I hope to be able to govern the children without it."

"No, you can't; I know those young rascals well enough to predict *that*. You'll come to it pretty quick, ma'am, and if you feel overmatched, just call on Mr. T. and he will do the job for you. I have arranged that with him; *he* does not mind a whipping, more or less, per day. We expect you to be very strict, and to improve their morals and their penmanship. Mr. T. has charge of arithmetic and religion, but we look to you for the writing, which has been much neglected.

Having arranged the business part of my call with the baker, I rose to take leave, when he suddenly seized my reticule and commenced filling it with fresh rolls, crackers and cakes. I remonstrated, but the

benevolent baker insisted on my accepting the gift, and kept on cramming it in till the recticule was filled to bursting. After exchanging the usual salutation, I left the shop to hunt for patron No. 2.

This was a watch-maker, Mr. M., who spoke very much in the same strain, with a reservation in favor of his girls.

"They don't need corporeal punishment, they know how to behave themselves. Girls ought not to be whipped except in extreme cases, but the boys can't get along without it. There Mr. T. fails; he whips boys and girls alike, and boxes the ears of the latter. My girls often complain of the headache in consequence, and the younger one has bled from the nose after the punishment. That's barbarous."

"You seem to think," said I, "that the boys are vastly different from the girls; that they may be punished with impunity, and at our pleasure."

"I do; our boys are wayward and hardened; street life has done the mischief, and they fear nothing but the cat-o-nine-tails. *My* boys would rather suffer anything than a thorough thrashing; its the only means of keeping them out of serious mischief."

"I hold a different opinion. I think frequent punishment hardens a child more than anything else," I remarked. "At any rate I shall try what *kindness* will do for me before I show severity. I mean to 'strike into the heart' before striking on the hand."

"Of course you can do as you please," said Mr. M., shaking his head doubtfully. "I fear you will soon have to change your tactics. Keep the children strict and drill them well in the elementary branches, and make good writers of them; good penmen are always in demand."

Thus instructed I took my leave. What I had heard did not encourage me; to tell the truth, I feel strong misgivings, and only my habit of not "withdrawing my hand from the plow," prevented me from refusing the engagement at the last moment. Again and again I ask myself the question, "What good can I do where it is so difficult to rule by love?" And then I see clearly that my chief trouble will be with the parents; if any influence will tend to weaken my own, it will be home influence. The street is indeed a fruitful source of evils in children; but I think home example and mismanagement strike deeper roots in that precious soil—a child's heart. And now let me see what I can do to cause a growth of goodly ears of corn where now the weeds overrun the soil. Let me remember that *some* words will be as the little mustard seed—destined to become a tree.

MR. BEECHER thinks it high time girls were taught a little practical natural history, and so shamed out of screaming and half fainting at the sight of a worm, toad or a snake.

PHYSICAL EDUCATION.

BY J. E. BURTON, GENEVA.

One of the ablest writers of our country, Herbert Spencer, classifies the activities and duties of life something like this: First, Direct self-preservation. Second, Indirect self-preservation. Third, Parenthood. Fourth, Citizenship. Fifth, Refinement and taste. The great work of education is to fit for complete living. The prime object of American education is to develop a nation harmonious in sentiment, whose tone is clear in defense of universal progress, embodying the principles of pure religion, wholesome morality, unfaltering patriotism, high progressive intelligence, and a generous, refined sociality. These are the high aims of our school system, and of the legion of aspiring teachers who support and defend it; and yet one of the fundamental requisites for genuine success is shamefully overlooked.

No man of good sense expects large fruit from sickly vines, or great yields from poor soil; but men who claim to have good sense seem to expect large results in the life-battle from young men and women who go out from the school with large brains, great intellectual power, some moral worth, but *all enclosed in a weak and sickly body.* There are warning notes being sounded to-day by our advance corps, to which the American teacher is bound to listen and pay respect. The reports of superintendents and commissioners upon our lack in the proportionate development of the physical with the moral and intellectual, present figures and statistics which speak with alarm.

Overworked brains in childhood, unreasonable strains of the nervous system, improper food with improper disposition of it, hasty eating, too much taken, not enough of the nutritious, too much of the animal, change of season not considered; these and other evils of like nature, all tend to make impure blood and to create dyspepsia and other diseases. To these may be added excessive use of tea and coffee, too cold water in summer and too much of it, altogether too little exercise, poor sleeping rooms, improper hours for retiring, too much sleep in the healthful hours of morning, inappropriate clothing, wearing the same underwear day and night, lack of bathing the person, breathing impure air, lacing the body and other injurious, wicked and shameful fashions, monotony from a lack of travel, neglect in cleaning teeth, lack of hearty, pleasing amusements, the belief that labor is not honorable, and various other common laws so universally disregarded, are engendering more misery in the American nation than war or drunkenness. Human life in the United States averages less than 34 years; 15 out of every 100 children die before they are one year old. The census of 1860 shows that there were only 440 white citizens in the United States and Terri-

tories over 100 years old; one-twenty-third part of our population is sick a bed all the time, and one-twenty-third part more is required to attend them. And yet the laws of health, or indirect self-preservation are strangely neglected in our school system, and all the duties of life are more or less impaired on this account; for a sound mind cannot exist but in a sound body, and it is the imperative duty of every teacher to devote a section of the six hours of school to physical development, even at the sacrifice of some mental study.

Some answer, that if scholars know of the laws of their being, they will not all observe them. This is no more of a shield to the teacher than for the Divine to say, that "men hear the truth preached from Sabbath to Sabbath and do not obey it, therefore I will preach no longer." The coming generation can and must be stronger, more vigorous, more energetic, more able than we are, or the work of this generation of teachers is not a success.

When Christ of Nazareth came into this world, man's nature was very defective. The moral had sunk to the lowest notch, and the physical occupied the highest. Man for the first time was now taught to forgive enemies and overlook injuries. Prostrate liberty and fallen woman became the wards of Christianity. But with all these blessings, the physical element of man, which had been exalted, was prostrated, and what the pagan had pampered the Christian persecuted. The body, which before had been bathed, annointed and perfumed, was afterwards, through misinterpretation of certain texts, scourged and starved, and clothed in rags. Many believed, as some ignorantly do yet, that to abuse the body was to worship God. Mankind will not always misinterpret Christ's words, and with the progress which has characterized us for the past decade, the year 1900 will dawn upon a nation, not making the physical a thing worthy of such a magnificent place as the ancient regimen made it, but making it, as the Great Teacher intended, a thing to be cultured and trained proportionate with the mental and moral, and thereby making man a perfectly developed and harmonious being. To-day our nation physically groans under the pressure of high civilization, and an improperly interpreted and somewhat compromising Christianity, and while our moral state is faulty, it is plainly a duty of every instructor, either divine, medical, civil, or educational, to hold high the picture, in vivid, truthful colors, of increasing misery from ignorance and carelessness of nature's laws.

The object of all living is happiness, and yet how frequently teachers forget, in their earnestness to enrich the scholar's mind, that success in this country depends far more upon energy than upon information; and that an education so extensive, mentally, as to undermine energy, is self defeating. I do not go into minute statements of facts, but honestly

claim that poor health, unless hereditary, is a shame and a sin, and that the preservation of good health is a duty. This fully believed among teachers will do more to hasten the happy day when body and mind will (as they ought) be adequately cared for, and make man nearer the image of his Creator, capable of enjoying the beauties of earth, carrying smiles instead of frowns upon his countenance, and transmitting an heritage to bless and not to curse his children.

An American student, years ago went to France to take lessons in drawing from Coulture, then teaching in Paris. One day the master came around to examine his work, and, looking over his shoulder, said: "My friend, that line goes so," and indented it lightly with his pencil. To test the accuracy of the master's eye, the pupil rubbed out the correction and left his own line. The next day the master came, and looking over his shoulder, stopped in surprise; "That's curious," said he "I thought I altered that. That line goes so;" and he drew it more firmly and black upon the paper. The student carefully erased it as before, and left his own line. The next day Coulture came again, stopped short when he saw the drawing, looked at it a moment without speaking, then, with his thumb nail, cut quite through the paper; "That's the way that line goes," said he, and passed on. So the ancient Grecians drew the line of man's physical development. Ignorance rubbed it out. Disease and misery drew the line more sternly. Ignorance rubbed it out. Now we know the truth and can redeem the fault. If we do not, the laws of insulted nature, like the wrath of God, will draw its finger in agony and blood through every happy home, through every human heart, teaching the nation a sadder lesson than that which she received by four years of fraternal slaughter.

How Children Should be Addressed.—"You must be careful to use little words and simple expressions," says one. "You must speak as you would to adults; don't use baby-talk," says another. Neither is right, and yet both are partly right. A true teacher or talker to children cannot "be careful" to use little words. We have heard men speak to children who were evidently going through a process of mental translation. It is always a dull, stuttering mode of utterance, and generally results in broken baby-talk. But, on the other hand, children do speak and think in a different language from that of adults. A true talker or a true teacher accustoms himself to the society of children. When the habit is formed, he speaks to them naturally in their dialect. He could not use big book words, if he were to try, when talking to a company of children. The whole secret is in sympathy. Every teacher ought to be able to live and think and speak without constrained effort in the child's world.

OUR FUTURE.

BY FANNIE J. KENNISH, NEW LISBON.

What a contrast does the present form with the past! And looking forward to the future, may we not see that even greater changes than have hitherto been will soon take place—for who can fix a limit to improvement?

In the coming years, in the mystic regions of futurity, may we not look for a glorious realization of our hopes and dreams, though now they may appear almost as baseless as the snowy cloud floating beneath the blue vault of heaven? Look backward. See the moral and intellectual as well as national improvement since the days when the voices of the Pilgrims echoed through the primeval forests and along the wild shore. Those forests, that towered then in their silent grandeur and beauty, have fallen, and in their places are cultivated fields and flourishing cities and villages. By the rivers, by the lakes, in the valley and on the hill-side, where once only the idle Indian trod, or the wild deer bounded, is now heard the busy hum of labor and traffic, and all over the land, from the dashing waves of the Atlantic to Pacific's peaceful shore, institutions of learning and religion are as thickly scattered as stars in the evening sky.

The Pilgrims, fleeing from injustice and tyranny, brought hither and planted the seeds of liberty, and from those tiny seeds have sprung a tree whose sheltering branches are thrown far and wide all over our beautiful country; and may we not hope to see in the future the tree of liberty planted on the shores of every country, that the nations may find peace, prosperity and happiness under its sheltering boughs? The religious freedom which formed the basis of government of some of the early colonies, and which they endeavored to instil into every element and department of their society, does it not not yet burn, and with a brighter, purer light? And with every succeeding generation, have we not clearer ideas of liberty, more perfect government, loftier aspirations, nobler sentiments, and a higher degree of perfection in every depariment of life, political, civil or literary? Who then can say that our progress has not been steadily forward? Who can look forward to the future and not watch eagerly for the treasures of light, and knowledge, and beauty which it will soon commit to our keeping?

But while we look forward so anxiously to the future, we should not neglect the present; for the golden moments flitting by so swiftly can never be recalled, and every day and hour should bear the record of some thought, word or deed which will exert an influence for good, and lighten some sorrow, gladden some heart, or assist some weary traveler

on the toilsome journey of life. The history of the present day will soon be a record of the past; and to coming generations there can be no better incentives to learning, virtue and honor than a record of the lives of the good and great who have passed away. Nor shall we lose our reward for, as Whittier says:

> "He who blesses most is blest,
> And God and man shall have his worth,
> Who toils to leave as a bequest
> An added beauty to the earth.
>
> "And soon or late to all who sow,
> The time of harvest shall be given;
> The flowers shall bloom, the fruit shall grow,
> If not on earth at last in heaven."

Let us then labor while we may to raise, purify and strengthen all the higher faculties of the mind, that we may be elevated and purified, and our brightest hopes and dreams of the future may be fully realized.

TOWN SYSTEM VERSUS DISTRICT SYSTEM.

BY HON. A. E. RANKIN, SECRETARY OF THE VERMONT BOARD OF EDUCATION.

While we strive assiduously so to economize as not to increase the expense of our educational system, we do not take proper pains that the money which is annually expended shall be so applied as to secure the largest returns.

Let me enumerate some of the prominent obstacles which are in the way of the greatest efficiency of our schools:

1. Total lack of or insufficient supervision.
2. Constant change of supervision.
3. Poorly qualified teachers.
4. Constant change of teachers.
5. Lack of interest in schools, on the part of patrons.
6. Employment of relatives and favorites without regard to qualifications.
7. Too small schools in many districts.
8. Too short schools in many districts.
9. Employment of immature and incompetent teachers in small districts.
10. Poor school-houses.
11. Irregular attendance.
12. General lack of facilities to aid the teacher.
13. No schools at all in many districts.
14. Lack of proper classification.
15. Pupils study what they choose and not what they ought.

These twice seven and one plagues of our common school system

will be recognized by every one who has had any experience in connection with the public schools of the state.

If it should be shown that this nest of evils which so impairs the efficiency of our schools could in some measure be removed by a radical change of system, no one surely would oppose such change.

I am confident that these evils may in very great measure be alleviated by a change in our system of public schools. I believe that the adoption of what is called the *town system*, in contradistinction from the *district system*, would tend largely to diminish them.

I know there are obstacles in the way of the consumation of so desirable an end as the reduction of the number of schools. But if it can satisfactorily be shown that there can be not only a large saving in expense, but that our schools can be increased in efficiency, I doubt not these obstacles can be removed. Let us, in a somwhat general way, discuss some of the disadvantages which result from the present system.

Teachers understand how impossible it is to secure in a small school, or in a small class, that healthful and proper stimulus which is almost an incident to a large school or the large class. One who has himself ever been an entire class, or one of two or three constituting a class, will remember how difficult it was to create in himself any such measure of interest as would make the labor of preparation other than a dreary task. And this evil extends to the teacher as well as to the pupil. He too, needs stimulus.

The small district fails to secure that aggregate of interest on the part of the inhabitants toward the school which is essential to make it successful. This aggregate of interest is the sum total of individual interest. Five families have less interest in a school than have ten, ten less that fifteen, and so on. The teacher thus receives less stimulus from his surroundings in small than in large districts. * * *

Is not our present system defective in that it requires too many officers? The average number of individuals in each town, who are the school-officers of the town, will be found to be from fifty to sixty, if we estimate three to each district; the whole number of school officers in the state, something more than twelve thousand. Such an army ought to do the work well, we say. Yet, who does not believe that one-fifth the number would do it far better? This gives one school officer for every seven school children. What an absurdity! Who believes in this multiplicity of supervisors, which almost inevitably results in no supervision at all? Why not elect a board of selectmen, fifty in number? Who would care to live in a town thus supervised? Is it not that three men are found better than fifty, that three are elected? Six men competent for the duties of the school department

of the town would be infinitely more efficient than fifty, even if it were possible to secure fifty men as competent as the six.

But this large number of school officers necesitates the selection of incompetent men, many of whom have little interest and less ability. The average ability of six of the best men of a town is, let us say, twice as great as the average ability of the best twelve, and four times as great as the average ability of the best twenty-four, and eight times as great as that of the best forty-eight. This is not perhaps the exact ratio, but it illustrates what is meant, that within certain limits, just in proportion as you increase the size of your board, just in that proportion do you diminish its aggregate of ability and efficiency. Six men of inferior ability, associated with six men of superior ability, give for a resultant a mean between the two; this is when they are properly disposed and work with some degree of harmony; when not so disposed, the former may and often do neutralize the efficiency of the latter. I believe, then, in this regard, that our system is radically defective, that it necessitates a train of evils which cannot be averted while it exists; that in no other department of the government can be found such inefficiency, misjudgment, mismanagement, and general demoralization. It may seem presumptious in me to attack a system which has been in operation for so many years, and to which the people have become attached, which has resulted in so great good to the State, and has given Vermont a prestige in which her sons may well feel an honest pride. But it is unwise to allow the success of the public schools of the past to blind us to the defects of our system. We must not forget that the position of the State, like that of the individual, is relative. While our sister States were reaping a lesser percentage of profit than the percentage which, by the faithfulness of the friends of education, was secured to Vermont, in spite of our monstrous hydra-headed system, we held a position of honor and eminence. But to-day, when other States, by abolishing or modifying old systems, and thereby utilizing a larger percentage of their working power, that very position which was but just now one of superiority has become one of inferiority.

The state is a *unit*, for certain purposes. The county is a *unit*, for certain purposes. The town is a *unit* for certain other purposes. For For the purposes of education the district has been regarded as a *unit*. For almost every other purpose the town has been found to be the *true unit*. Indeed, in several respects, in the educational department even, the town district system prevails. Would it not be wiser to make the town a unit for educational purposes? This question merits further discussion.

It is quite natural to think that a teacher who can be secured for a

small stipend will answer for a "small school," so that small schools will, in general, be taught by teachers who could not secure situations in larger ones, and would fail if they did.

Small districts will be likely to have poor school houses. The expense of building and repairing falls heavily upon ten or a dozen taxpayers. And the old school houses, many of them unfit even for stalled cattle, will have to serve till that time when we have grown wiser and adopted a new order of things; for there is no hope, under the present system, that the future will afford relief. The population, except at business centers, is year by year gradually growing less. Small districts are far less likely to furnish those facilities for illustration and reference so necessary to the teacher. Indeed, everything which involves an expenditure is likely to remain undone. The committee-man feels like being very economical, when he reflects that he will be assessed one-tenth of any expenditure; so that globes, dictionaries and maps and all school apparatus are excluded from the school.

Change from the district to the town system would result in a more efficient supervision. Almost every town can select a board of men competent to look after the interest of the public school. This is not true of one half of the districts of the State. A choice from ten men gives a poorer chance of proper supervision than a choice from three or five hundred.

Such change would result in a more permanent supervision. Small communities are more severely democratic than larger ones. Every man must have his share of the honor, and take his turn at the wheel, without regard to competency.

Making one central board of supervision would render possible competitive examinations, which are now practically impossible. Such examinations would immediately shut out the most incompetent of our teachers. They would discourage girls, scarcely beyond the age which the law designates as *infancy*, from seeking places in our schools as teachers, when they should be there as pupils.—*Report for* 1869.

Official Department.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

Q. Does the law prohibiting districts of more than 36 square miles apply to districts previously formed?

A. Laws operate prospectively, not retrospectively. The latter kind of laws are prohibited by the constitution of the country and of the state. Districts, however large, if legal when formed, retain all their territory until it is set off by competent authority.

Q. Is it lawful to add to a district containing less than 36 square miles, until it embraces that amount of territory?

A. It is lawful, but it can seldom be necessary or advisable.

Q. If territory is set off from a district, from time to time, until it is left in two detached portions, does it then cease to be a legal district?

A. It does not cease to be a legal district, but such a procedure can hardly be imagined to take place, without working inconvenience, if not injustice.

Q. If at an annual meeting an alien is appointed chairman and acts as such, does that invalidate the proceedings of the meeting?

A. It does not, of itself. A chairman is necessary, in order to the proper transaction of business, and it is of course to be presumed that an alien will not knowingly be elected to the place. But although this should be done, if the business is otherwise transacted in a legal manner, the solecism in regard to the chairman does not invalidate the proceedings, or furnish a sufficient reason for setting them aside.

Q. If a newly elected district clerk does not report his name and post office address to the town clerk within ten days, does that create a vacancy in the office?

A. The requirement of such report is directory, and should be complied with, either by the outgoing clerk or the new incumbent, but there is no vacancy created by its neglect.

Q. If person elected as district clerk files a written refusal to serve, within ten days, but afterwards changes his mind and enters upon the duties of the office, is he a legal officer?

A. Certainly not. Having refused to serve, a vacancy was created, which can be filled only by the appointment of the board or town clerk.

Q. Can a director and treasurer meet and let the job of fencing the school house site without informing the clerk of their intention?

A. No action of the board is legal unless a meeting of the board is called, according to section 46.

Q. If the director and treasurer of a district about to be altered by the supervisors are not notified by the clerk of the intended alteration, but are present at the meeting and consent to the same, is the alteration lawful?

A. The director and treasurer can in this case take no advantage of the neglect of the clerk. Having given consent to the alteration, they cannot go back of that.

Q. If a clerk and treasurer contract with a qualified teacher, and the director refuses to sign the order for the teacher's wages, what is the remedy?

A. The writ of *mandamus* is the ordinary remedy for compelling

public officers to perform their duty. Section 124 of the School Law, as amended in 1868, empowers the county judge to remove a district officer, on petition and trial, for neglect of duty.

Q. Is a tax of so much per scholar a lawful tax?

A. It is not. (See the next question and answer.)

Q. Is a district tax lawful if levied and assessed upon the householders or voters of a district, in equal proportions, such tax having been unanimously vated at the annual meeting?

A. No tax is lawful unless levied and assessed as the law prescribes. It might be equitable for the families of a district to meet a certain needed expense in equal proportions, but in this case they can do it by private subscription. Taxes must be assessed according to the valuation of property.

Q. If the district at its annual meeting fails to vote a sum of money sufficient to defray the expenses of the district for the ensuing year, has the district board a right to raise money by taxation to meet the deficiency?

A. By the amendment of sub-section sixth of section 19, passed in 1868, it is made the *duty* of the board to provide for five months school if the necessary sum is not voted by the district by the third Monday in November.

Q. Has a district board power to prevent scholars from attending school who come into the district for that purpose, and work for their board?

A. No scholar has a legal right to attend school in a district unless he has a legal residence there. By coming into a district for the purpose mentioned, he does not gain a residence there if he has a home and residence elsewhere; and assuming him to be a non-resident, the board has no power to admit him to the school, unless authorized to admit non-residents by a vote of the district. It has no legal power to use force to prevent such non-resident pupil from entering the schoolhouse, but it can direct the teacher to give him no instruction; and if by persistence in coming to the school and claiming instruction, such pupil should "wilfully and maliciously interrupt, or in any way disturb the school," a fine could be imposed. (Section 140.)

Q. If a teacher begins a school with the approbation of the board, and under the advice of the county superintendent, without a certificate, must he lose his time and wages until his examination, if some member of the board objects to his being paid?

A. Yes, so far as the school law is concerned. The whole transaction, in such case, indicates a lack of wisdom on the part of all concerned. It is never safe to proceed illegally, to save a little trouble. If a teacher is thus misled by those who are older and who ought to

have allowed no such thing to take place, there may be a sort of moral obligation on their part to compensate him, and an equitable claim might exist for remuneration for "services rendered," or for damages against the board; but it would be illegal to pay a person wages as a qualified teacher, who was not a qualified teacher.

Q. Is it legal for a school-board to contract with a teacher to teach 20 days for a month, without a vote of the district authorizing such a contract?

A. No power is given to the district to determine this matter. It is legal for the board to contract for 20 days; but if the contract is silent, the law requires 22 days for a month, in the settlement for wages, and Saturdays are not to be counted. (Sec. 19, sub-sec. 12.)

Q. Has a county superintendent a legal right to refuse a certificate to an applicant, otherwise qualified, because under sixteen years of age?

A. Age is not made a condition, by law, of the right to a certificate. The county superintendent may judge, in a given case, that the applicant's youthfulness or immaturity is sufficient proof of inability to teach and govern a school; but to adopt a rule that none under a certain age shall receive a certificate is not only going further than the law goes, but might practically exclude persons unusually well qualified to teach, but wanting a few days or weeks of the prescribed age, and admit others poorly qualified in all other respects.

Q. Has a county superintendent a legal right to say where a person receiving a limited certificate shall teach?

A. All certificates are by their terms limited—to the state, to a county, to a town or district. A certificate given for a particular town is not valid in any other town; and a certificate authorizing the holder to teach in a certain school district does not authorize him to teach in any other district. In this way the certificate given by a superintendent determines where the holder may teach, but in any other sense, the superintendent, although his advice may be valuable and desirable, has no right of dictation or control.

Q. Is it lawful for a teacher to strike or whip a scholar in school—especially if over fourteen years of age?

A. According to the decision of the courts, moderate punishment with a rod in school is lawful, if found necessary. The teacher must judge for himself, in any given case, whether the age or sex of the disobedient pupil should exempt him from this form of punishment. The law itself does not prescribe anything upon this point. An article on corporeal punishment in school, from the pen of a lawyer, will be found in the October number of the JOURNAL.

Q. Is every school with two departments a graded school?

A. Not necessarily; but if the more advanced scholars have been

placed in a department by themselves, and the less advanced in another, the school is graded, within the meaning of the law. If the school has merely been divided, because too large for one teacher, it is not thereby graded.

Q. When the district board has "*estimated and determined*" an additional tax—not excessive—in accordance with sub-section 6, Section 19, Chapter 6, Laws 1869, for the purpose of maintaining school five months, and the same is certified to the town clerk, can a special meeting modify the action of the board?

A. The board having acted legally and in discharge of its duty, the district cannot modi y the action, or change the amount of the tax.

Q. Must a district clerk call a special meeting, when it is ascertained that material additions are made in the "request," in the form of interpolations, after the signatures of five legal voters are attached, and this without the knowledge of at least two of the subscribers of the request?

A. The interpolations, if susceptible of proof, might perhaps be a good defence, if the clerk refused to call a meeting, under such circumstances; but it is better to call the meeting, and when assembled, and informed of the interpolations, it naturally refrains from acting on matters not contained in the original notice.

Q. If a district is divided, but loses funds by robbery before the division takes effect, has the new district a claim for recovery?

A. It has no other claim than that which the old one has.

Q. If an annual school district meeting cannot find in their district any voter who can keep their records, would that circumstance justify (legalize) their action in the election of a non-resident, for clerk, who was about to become a resident by alteration of district boundaries, or, does such alteration make him "legally elected?"

A. To elect a non-resident would not be legal; and if so elected, and acting until the alteration of boundary took place, he would not thus become the legal clerk. He might, however, be appointed to the office which he had been nominally filling, if thought best.

Q. Are the acts of an illegally elected school officer valid?

A. If supposed to be legally elected, and if the acts are performed in good faith, they may usually be considered valid, until the person acting is superseded.

Q. Ought a district officer who has resigned at a board meeting, act upon the appointment of his successor?

A. Of course not. Until he resigns there is no vacancy. When his resignation takes effect, he has no power to act with the board.

Editorial Miscellany.

THE NEW YEAR.

With the present issue, closes the First Volume of this Series of the JOURNAL. It will be remembered that the present conductors took the publication in hand at the request of the State Teachers' Association, and that such attention as they have been able to give to it has been an addition to many and pressing official duties.

The pages of the first volume have been filled mainly with original matter. More doubtless might have been contributed; but as the JOURNAL was established at the request of the teachers of the State themselves, we have received and used such articles as they have sent us, without importuning for more, and with but little opportunity for choice. If at any time we have felt regret that our leading teachers did not write more frequently and more numerously, we have remembered that they too have many and pressing engagements. We have received, however, many excellent articles.

In regard to the quantity of matter furnished by us, while but thirty-two pages a month were promised, forty have usually been given, which is as well or better than is done by many older publications of the kind. As to mechanical execution, our JOURNAL will compare favorably with others.

We take this opportunity to thank all who have aided us thus far in the enterprise; contributors for their articles; county superintendents and others for obtaining subscriptions; paper-makers, printers and binders, who have enabled us to present our monthly issues in good season, and in a respectable garb; and all our patrons, subscribers and advertisers, for material aid.

We shall make every effort possible to increase in the future, the literary value of the JOURNAL, by securing the best writers we can find, for its pages. A generous subscription list will aid us greatly in this direction.

We hope of course that all our old subscribers, who commenced with the first number, may feel disposed to renew their subscriptions. As a general rule, we take it for granted they wish to do so, unless about to retire from the ranks of teachers. We shall be glad to have all who intend to renew, forward their subscriptions as soon as convenient.

The Terms proposed for Volume II will be found on the second page of the cover.

DRAWING IN SCHOOL.—The remarks in our last number upon drawing by "*Pen*," have drawn out the following. The specimens sent are very creditable to the pupils, and we hope to hear of many such schools, and of like results:

"Sincerily hoping that drawing may soon become one of the studies of our common schools, and believing it to be entirely practicable, I take the liberty to send you a package of drawings taken to-day, from the drawing-books of my pupils, showing what skill may be acquired by ordinary children under the instruction of an ordinary teacher. The package contains 31 drawings by 30 different children, whose ages appear on the cards. The average age of the class is 12¼ years. They have studied drawing regularly only one term, but all have practiced more or less during the last year. Every pupil in my school draws. Those of my assistants who do not draw have drawings put on their black-boards for their pupils to copy. Many of the primary scholars show considerable skill in drawing."—W. F. BUNDY.

TO THE COUNTY AND CITY SUPERINTENDENTS.

GENTLEMEN:—An Annual Convention of your body has been found pleasant and profitable. I would therefore again call such a Convention to assemble at the Capitol, in this city, in the holiday week, the session to commence Wednesday, December 27, at 5 P. M.

The Annual Meeting of the State Principals' Association will be held at the same time, commencing probably Tuesday evening, and an opportunity will thus be afforded, as last year, for an interchange of greetings and opinions between superintendents and teachers.

Among the subjects which may properly be considered at our Convention, and with reference to legislation on the same, if that shall be thought desirable, are the following:

1. Compensation of district clerks for their services.
2. Adjustment of the power of the clerk, in hiring teachers.
3. Reports from joint districts.
4. A re-arrangement of grades of certificates.
5. Uniformity of questions and standard, in examinations.
6. Institute work for 1872.
7. Adoption of the town system.
8. Establishment of county academies or high schools.

Other subjects will doubtless be presented by members present.

Arrangements will be made as far as possible, for reduced rates of fare on the railroads and at hotels and boarding houses.

It is earnestly hoped that there will be a full attendance, and that superintendents elect, as well as those now in office, will be present.

SAMUEL FALLOWS,
Superintendent Public Instruction.

Madison, Nov. 28, 1871.

STATE PRINCIPALS' ASSOCIATION.

Although no notice has reached us for a call of the annual meeting of the State Principals' Association, it is expected, as we take it for granted, that a meeting will be held, commencing, we presume, at the same time as last year—Tuesday evening of Holiday week, Dec. 26. We trust there will be a large and enthusiastic gathering, as there are many matters upon which our teachers may consult together with profit to themselves and the schools.

VISITORS TO NORMAL SCHOOLS.

The following persons have been appointed Visitors to the different Normal Schools, by the State Superintendent:

Whitewater—Profs. J. C. Pickard, Samuel Shaw, and Hosea Barns.
Platteville—Prof. A. A. Everett, W. H. De La Matyr, Miss Etta E. Carle.
Oshkosh—Rev. A. O. Wright, Prof. N. G. Harvey, Miss Martha A. Terry.

CERTIFICATES.—We have a word from a teacher on this subject: "I am pleased with the suggestion in the last copy of the JOURNAL with reference to certificates. The first grade might embrace a more extended list of branches, and examinations be conducted by a committee appointed for that purpose by the State Superintendent; such examinations to be held annually in each congressional district, or jointly by two or more county superintendents of contiguous counties, thus affording the uniformity so much to be desired."—W. F. BUNDY, Sauk City.

SPELLING.

The following words were pronounced at the Institutes named below, during the Fall series, and with the results indicated:

First list of twenty-five words.		*Second list of twenty-five words.*	
Accommodate,	Procedure,	Ventilation,	Eying,
Benefited,	Superseding,	Gases,	Bureau,
Beginning,	Crystallize,	Equable,	Diligence,
Business,	Tranquility.	Equally,	Agreeable,
Indelible,	Balance,	Rarely,	British,
Recommend,	Sacrifice,	Prejudice,	California,
Separate,	Hypocrisy,	Inseparable,	Louisiana,
Maintenance,	Teetotaler,	Peaceable,	Pennsylvania,
Plaguing,	Annual.	Dailies,	Tennessee,
Together,	Villain,	Until,	Delaware,
Difference,	Village,	Necessary,	Massachusetts,
Definition,	Moneys.	Embarrassment,	Cincinnati.
Difficult,		Caterpillar,	

At Darlington	27 spelled,	missing	29	per cent.
At Lancaster	20 spelled,	missing	33	per cent.
At Muscoda	23 spelled,	missing	38	per cent.
At Tomah	47 spelled,	missing	38	per cent.
At New Lisbon	25 spelled,	missing	39	per cent.
At Black River Falls	28 spelled,	missing	39	per cent.
At Fountain City	32 spelled,	missing	43	per cent.
At Baraboo	40 spelled,	missing	44	per cent.
At Portage City	36 spelled,	missing	45	per cent.
At Pepin	22 spelled,	missing	46	per cent.
At Trempealeau	60 spelled,	missing	46	per cent.
At Richland Center	41 spelled,	missing	49	per cent.
At Friendship	22 spelled,	missing	49	per cent.
At Middleton	46 spelled,	missing	49½	per cent.
At Montello	40 spelled,	missing	50	per cent.

An invitation was extended to all to participate in the spelling exercise, whether members of the Institute or not, and a prize of a year's subscription to the "JOURNAL OF EDUCATION" offered to every one who would spell the fifty words correctly. Although superintendents, teachers, clergymen, lawyers, merchants and editors have spelled the list, no one has won or claimed the prize. The best spelled list was written by S. D. Forbes, a subscriber to the JOURNAL, who missed but *one* word out of the fifty.

It will be seen that the average per cent. missed is about 42½ or 21¼ words in the fifty. As the words are all in common use, and words upon which the authorities agree (i. e., both Webster and Worcester), it would seem that the result shows something defective in our system of learning or teaching spelling. I may add that the word crystallize is found in Webster's small dictionaries spelled with one l, but in the unabridged it is spelled as given in the list.—CHARLES H. ALLEN.

That spelling, though diligently taught, has not been universally mastered, may be inferred from the following letter just received:

——, november th, 28
1871

mr. Fellows dere sir i haf the onar to right to you and would like to haf the constusion sent to me to haf it teatch in ore school send it to —— —— Wiss
Yours truly —— ——
District Clirk

SOLDIERS' ORPHANS' HOME.—We visited a short time ago the Soldiers' Orphans' Home, at Madison, and found the Institution most admirably managed by the efficient Superintendent, W. P. TOWERS, Esq., and his wife. The different schools connected with the Home were prospering finely. Miss CATHARINE F

HUNTINGTON is teaching in the Primary Department; Miss M. MCINTYRE, in the Second Intermediate, and Miss L. HARNDEN in the First Intermediate Department. Miss A. CARDELLE is teacher of the High School, and MISS JENNIE TERRY teacher of music.

The State of Wisconsin is doing justly by the orphans bequeathed to its care by the gallant men who gave up their lives for the salvation of our country.

"CRAMMING" IN OUR PUBLIC SCHOOLS.—Quite a formidable movement is in progress among the divines, physicians, lawyers, merchants and other influential classes in Boston, to abolish the system now in vogue in the public Latin school in that city of "cramming" the scholars. It seems that they are so heavily stuffed with all sorts of learning, and that their hours for study are so continuous, both in school and at home, that they have no time for recreation, either for body or brain. Cases of insanity are alleged to have arisen from this exhaustive system of instruction, while, according to the testimony of experienced physicians who had sons in the institution, the youths grew up dwarfed in body, weakened in intellect, and suffering under a variety of diseases, drop into a premature grave. So much in earnest are the good people of the "Hub" in this matter, that two hundred and three parents and guardians directly interested in the matter, sixty-five clergymen and one hundred and fifty-three physicians of the city, have signed a petition to the school committee to release the pupils at the public Latin School from all studies on Saturdays, with the exception of the one in each month set apart for public exercises. This request, it seems to us, is not unreasonable in itself, but an eminently wise one, and supported as it is by the testimony of so many distinguished citizens of that very intelligent city, must certainly be a matter worthy of consideration.—*Janesville Gazette.*

Query Box.

As mathematical questions interest the minds of pupils independently of the teacher, our schools run very much in that direction. The questions and answers furnished for the QUERY BOX exhibit a like preponderance of "Problems" and "Solutions." We have been very indulgent to this propensity thus far, but would like a larger variety of matter.

H. W. J., of Chilton, reminds us that "Europe" and "Asia" were transposed by the printer, in giving his enumeration of the continents, in the November issue (No. 40). W. H., of Lowville, makes four continents, provided the Antarctic Land is to be considered one, and we think he is right, North and South America form one continental area; Europe, Asia and Africa, a second; Australia a third, and the Antarctic Land, perhaps, a fourth. North and South America are no more separate continents than the two parts of the north island of the New Zealand group are separate islands. The same reasoning applies to Africa, notwithstanding the artificial channel of the Suez Canal; while Europe and Asia are evidently too solidly united to be sundered. Von Steinwehr, one of the most recent authorities, makes three continents, in his geographies [Eclectic Series].

A correspondent, (H. C., Reedsburg,) asks us to decide between "N." and "A. F. N.," in the answers to Query 33—whether the sounds usually represented by ch and j are elementary sounds. We do not profess to be experts in phonetics. An acute ear can perhaps detect the difference pointed out by N.; one less acute will not. Webster says "*ch* has very *nearly* the sound of *tsh*," and that "*j* has very *nearly* the sound of *dzh*," and there we leave the matter.

ANSWERS.

24.—Is it ever Monday all over the earth at the same moment?

REPLY TO PETER SCHNEIDER.—Since we agree in all that I proposed from the

beginning, I would respectfully beg leave to say that my brethren understood the question in the beginning just as I did and as every one did whom I have heard speak of it. See their answers in September and October numbers. P. S. answers negatively, and says: "For when the sun is over our meridian we have noon, and then it is midnight at the meridian directly opposite to ours when a new day begins; therefore," etc. Why did he not then give the reason as in the November number.—B. R. A.

36. Divtde 21 into two such parts that, if the less number be divided by the greater, and the greater by the less, and then the greater quotient multiplied by 1, and the less by 25, the results will be equal—what are the parts?

Second Answer.—The *greater* of two quotients obtained by dividing the greater of two numbers by the the less, and the less by the greater, is as many times the *less* as the square of the greater quotient; for the less quotient is as many times less than 1 as the greater quotient is greater than 1. Hence, in the given example, 25 is the square of the quotient of the greater part of 21 divided by the less part, and $\sqrt{25}=5$ is that quotient. Then, since the greater part $=5\times$ the less, $21\div6=3.5$ is the less part, and 17.5 is the greater.—L. A. PRADT, *Glenbulah.*

37. There is a board 12 inches long, 3 inches wide at one end, and 9 inches at the other; where between the two ends would the board be separated to have an equal number of square inches in each end?

I do not like the solution of question 37 as given in the last number of the JOURNAL. If the board is 12 inches long, 9 inches wide at one end and 3 inches wide at the other, if it were extended it would come to a point in 18 inches. Square $18=324$; square distance from supposed point to small end, 6 inches$=36$; $324-36=288$; divide this by $2=144$, add $36=180$. Extract square root of $180=13.4164+$ inches, from supposed point, will be half the board. $18-13.4164+$ $=4.5835+$ distance from base.—N. DARROW, *Reedsburg.*

[The solution is illustrated by a diagram, with appropriate explanations, which we cannot conveniently reproduce.—EDS. JOUR.

38. How is a piece of board, 16 inches long and 9 inches wide to be cut in two pieces in order to cover a square hole of one foot square?

On one side, 4 inches from the right end, cut 3 inches transverely, 4 inches longitudinally to the left, 3 inches transversely, 4 inches longitudinally, and again 3 inches transversely. The board will then be in two parts; raise the left hand part 3 inches, move it 4 inches to the right and the board will then be in the desired shape.—W. F. BUNDY, *Sauk City.*

43. We find Ex. 43, in the last number of the *Journal*, is not given as we intended it; what we intended was: A can perform a certain piece of work in 8 days if B works with him 3 days, (or 8 days of A's and 3 of B's work); B can perform the same in 9 days, if A works with him 4 days, (or 9 days of B's and 4 of A's work.)—ALPHA.

According to the conditions of the question, $\frac{1}{8}$ of the work is done in 1 day of A's time and $\frac{3}{8}$ day of B's time; also, in 9-8 day B's and $\frac{1}{2}$ day A's. Now if we subtract $\frac{1}{2}$ day of A's and $\frac{3}{8}$ day of B's from each of these equal quantities there are left $\frac{1}{2}$ day of A's and 6-8 day of B's, which are equal to each other; since $\frac{1}{2}$ day A's$=$6-8 day of B's, 1 day A's$=1\frac{1}{2}$ day B's, or 1 day B's$=\frac{2}{3}$ day of A's; then 8 days of A$+3$ days of B's$=10$ days of A's, and 9 days of B's$\times4$ days of A's$=$days of B's; since A does the work in 10 day's in 1 day, he does 1-10, and since B does the work in 15 days in one day, he does 1-15, and both do $\frac{1}{15}+\frac{1}{10}=\frac{1}{6}$ in one day, and the whole in 6 days.—L. A. PRADT, *Glenbeulah.*

44. $\left(\begin{matrix} x2-y^2 = 24; \\ xy+x+y=47; \end{matrix}\right)$ to find x and y.

[No solution yet furnished for this.]

45. How long will it take any sum at 6 per cent., compound interest to equal the same sum at 10 per cent., simple interest?

Let p = the sum, t = the number of years, a = the amount.

Then $a=p\left(1+\frac{t}{10}\right)$ =the amount at 10 per cent. simple interest, and $a=p(1.06)^t$= the amount at 6 per cent. compound interest. $\therefore p\left(1+\frac{t}{10}\right)=p(1.06)_t$. (1.) Dividing by p $1\times\frac{t}{10}=\frac{10\times t}{10}=(1.06)^t$. (2.) Clearing of fractions, $10+t=10(166)^t$. (3). Taking logarithm of both numbers log $(10+t)$=log $10+t$, log (1.06). And as log 10=1., log $(10+t)=1+t$, log (1.06). This solved by trial gives t=17.1255 years.—LAMBDA.

49. A man borrowed $1,200 for 2 years, aad paid compound interest. At the end of that time he owed $1,323. At what per cent was the money put at interest? Let x=the rate per cent., then $1,322=1,200\left(1\times\frac{4}{100}\right)^2$ Dividing by 1,200 and taking square root, $-105=1+\frac{x}{100}$ Hence x=5 the required rate per cent.—*Ib.*

46. The height of a tower, *cd*, to be found. Given are: (1.) A base-line, *ab*. (2.) The angle, *dab*, formed by this base-line and by a line *ad*, drawn from the terminus *a* of the base to the foot *d* of the tower. (3.) The angle *cad* formed by the line *ad* and a line *ca* from the top, *c*, of the tower to the point *a*. (4.) The angle *cbd* formed by two lines, *be* and *bd*, drawn from the top *c* and the foot *d* of the tower to the terminus *b* of the base line. *ab*=100 meters; angle *dab*=35°5′; angle *cad*= 16°42′; angle *cbd*=20°57′. Give the height of *cd* in meters.

From *d*, the foot of the tower, draw *df* perpendicular to *ab* and join *c* and *f*. It is not stated in the problem that *cd* is perpendicular to the plane *abd*; but I shall assume it to be so, as other solutions could be given by supposing *cd* to be inclined to *abd*. Making this assumption, *cf* is perpendicular to *ab*; consequently *cfd* is a plane perpendicular to *abd*.

Tangent $cfd=\frac{cd}{df}=\frac{ac\times\sin 16°42'}{ac\times\cos 16°42'\times\sin 35°51'}=\frac{\sin 16°42'}{\cos 16°42'\times\sin 35°5'}=\frac{\tan 16°42'}{\sin 35°5'}$

Let 4=angle *abd*.

Then tang. $cfd=\frac{ac\times\sin 20°57'}{ac\times\cos 20°57'\times\sin x}=\frac{\sin 20°57'}{\cos 20°57'\times\sin x}=\frac{\tan. 20°57'}{\sin x}$

Hence $\frac{\tan. 20°57'}{\sin x}=\frac{\tan. 16°42'}{\sin 35°5'}$, and $\sin x=\frac{\tan. 20°57\times\sin 35°5'}{\tan 16°42'}$

By the help of the proper tables we find that the angle $x=abd=47°10'47''$

The angle $adb=180°-(dab+abd)=97°44'13''$; sin *adb* : sin *dab* :: *ab* : *bd*= $\frac{100\sin 35°5'}{\sin 97°44'13''}$=58.0047; *cd*=*bd* × tan. 20°57′=22.2079 meters. Ans.—*Ib.*

47. A gentleman bought a cask of wine containing 40 gallons. His unfaithful servant drew out 10 gallons, and filled the cask again with water. After a few days he drew from the same cask 10 gallons more, and filled the cask with water as before, which he also repeated the third time, in the same manner. How many gallons of wine did the servant draw out?

After drawing out 10 gallons of wine and filling up with water, the wine was ¾ of the contents of the cask, and after 10 gallons were drawn out ¾ of the remaining 30 gallons=22½ gallons was wine, and after 10 gallons of water were added the

wine was $\frac{22\frac{1}{2}}{40}=\frac{9}{16}$ of the contents; when 10 gallons of this mixture was drawn the wine $\frac{9}{16}$ of 30 gallons$=16\frac{7}{8}$ gallons, and 40 gallons$-16\frac{7}{8}=23\frac{1}{8}$ gallons had been drwn out—L. A. P., *Glenbeulah.*

Second Solution.—After drawing out 10 gallons of wine 30 gallons remained in the cask; $\frac{3}{4}$ of the mixture, after filling the cask with water, is wine; 10 gallons of this mixture contain $7\frac{1}{2}$ gallons of wine; 40 gallons$-17\frac{1}{2}$ gallons or $22\frac{1}{2}$ gallons remain in the cask; after the cask is again filled with water, $\frac{22\frac{1}{2}}{40}$ or $\frac{9}{16}$ is wine, 10 gallons of this contain $5\frac{5}{8}$ gallons wine. 10 gallons$+7\frac{1}{2}$ gallons$+5\frac{5}{8}=23\frac{1}{8}$ gallons, the amount drawn out.—W. F. B., *Sauk City.*

G. W. Bowen, Jefferson, sends a solution also.

NEW QUESTIONS.

55.—"Were the world *on fire*, woe *worth* the day." How should the indicated words be parsed?—L. A. Pradt, *Glenbeulah.*

56.—What is gender?—*Ib.*

57.—A agrees to work at twelve dimes per day, but to pay two dimes per day for board if he was idle. At the end of twenty days he had earned as many dollars as he had worked days. How many days had he worked?—*Ib.*

58.—Demonstrate that in any right-angled triangle the square of either side about the right angle divided by the sum of the hypothenuse and the other side is equal to the difference between the hypothenuse and side used with it in the divisor.—G. W. Bowen, *Jefferson.*

59.—The measure of a water pail is, across top twelve inches, across bottom eight inches, depth twelve inches. How deep is the water when two-thirds full?—N. Darrow, *Reedsburg.*

60. A log (round or square) is 20 feet long; across large end 12 inches, across small end 4 inches, uniform solidity. One man carries small end; where shall two men place their pole underneath so as to carry each $1\frac{1}{2}$ times as much as the other man.—*Ib.*

61. A tree 100 feet high is broken in the wind; in falling the broken end rests on the stump, while the top rests on the ground 30 feet from the foot of the tree. Required, the height of the stump.—W. H., *Lowville.*

62. Three men are to carry a stick of timber 100 feet long and of uniform size throughout. Each is to carry one-third of the stick, and two of them are to carry together. If the man who carries alone is at the end of the stick, how far from him must the others be that they may carry their share?—*Ib.*

63. Why is a body heavier at the Poles than it is at the Equator?—*Ib.*

64. I would ask H. W. Jansen what causes the chemical change which the coloring matter of leaves undergoes?—*Ib.*

65. Suppose an opening to be made directly through the center of the earth, and a cannon ball to be dropped into the abyss; where would the ball come to a state of rest?—L. C., *Door Creek.*

66. What causes the explosion when a mixture of oxygen and hydrogen is ignited?—W. F. Bundy, *Sauk City.*

67. Find two mixed numbers whose sum and product are equal.—P. T.

68. Given $\left\{\begin{array}{l} x^2\times y=11; \\ x\times y^2=\ 7; \end{array}\right\}$ To find the value of x and y.

69. Is not the Babbitonian system of writing, (and the copy books,) equal to any other system now extant?—Curiosity.

70. Would it not be more interesting to devote a few pages of the Journal to school exercises, declamations, dialogues, etc.?—*Ib.*

71. Please, if convenient, inform the readers of the JOURNAL of the names of the several Territorial and State governors of Wisconsin.—H. CROUSE, *Eau Galle.*

72. I have in vain examined Webster's Unabridged Dictionary for the zoological name of "thousand-leg worm." So many stories have been told about their being so extremely poisonous that I wish to satisfy myself as to their truthfulness. Please answer in the "Querry Box."—*Ib.*

Educational Intelligence.

WISCONSIN.

ADAMS COUNTY.—A nice little affair occurred at Friendship, Adams county, on the evening of the 8th. It was after an address by Prof. ALLEN, who at that time was holding an Institute. Mr. FREEMAN, the superintendent, who has been an earnest, faithful worker for the cause of education during the past four years, thus becoming known as the "Teacher's Friend," arose and dismissed the meeting. One of the teachers begged the indulgence of the house for a moment, when Miss TORREY, upon whom had been conferred the honor of "Committee on Presentation," stepped forward and said:

"Mr. FREEMAN, in behalf of the teachers of this Institute, I would, as a slight token of their appreciation, present you with this book."

It was an elegantly bound volume of Household Poems. No one who saw the worthy man, unable to speak for the big lump in his throat, and the happy, smiling faces of the teachers, will doubt that it is truly "more blessed to give than to receive." A SPECTATOR.

DODGE COUNTY.—The Institute for District No. 2, of Dodge County, was held on Thursday and Friday, October 26th and 27th, at the Union School House in the village of Horicon. From the report of the Secretary, A. K. DELANEY, we gather that though short, it was a spirited and profitable session. The report says: "There were over forty teachers in attendance, and each session of the Institute was largely attended by the ladies and gentlemen of Horicon and vicinity, and the interest manifested in the Institute was highly gratifying. The music of Mr. LUND and his pupils was superb. The Institute on the whole was one of the most pleasant and useful ever held in this part of the county." The Institute was carried on by home talent, Superintendent BARNEY and Messrs. LUND, DELANEY, BURTCH and other teachers in his District conducting the exercises. On Friday evening the State Superintendent delivered an address upon the Common School System of our State, to a large and highly appreciative audience, and Senator CLARK participated in some of the discussions.

FOND DU LAC.—Our teachers seem alive and awake to their duties and responsibilities, while the school commissioners and superintendent are doing all in their power to elevate the standard of the Fond du Lac schools. The combined interests manifested by all in authority, the vigilance with which the interests of each child are guarded by those in charge, and the careful grading of classes, show ample evidences of thorough educational work. Parents will always find a welcome in the schoolrooms, and can be assured of much enjoyment if they will once break the reserve so long maintained between teacher and parent. Seeing is believing. You are not competent judges of your children's progress, unless you view the ground of their instruction.—*Fond du Lac Commonwealth.*

HORICON.—Hon. SATTERLEE CLARK, by our request, kindly furnishes us some account of the school in this pleasant village:

"Our school district consists of the village of Horicon, being joint school dis-

trict No. one in the towns of Hubbard and Oak Grove. The members of the village school board are Truman Bradford, Director, Horace H. Rich, Treasurer, and Satterlee Clark, Clerk, all of whom feel a deep interest in the prosperity of the school.

"Our Principal is F. LUND, than whom (the people of this district believe,) no man in the State could give better satisfaction. The higher branches are all taught by him, assisted by Miss Mary L. M. Cutchen, a graduate of the Normal School at Whitewater, whose services our board were so fortunate as to secure. She is in all respects a model teacher, and gives great satisfaction. Our Intermediate Department, always the most difficult to manage, is under the control of Miss Tacy P. Anderson, a graduate of Oberlin College, assisted by Miss Georgia Floyd. Both are well qualified for their positions. The two Primary Departments are under the control of Miss Melissa Walwork and Miss Emma Anderson, both of whom were educated in our school, are well qualified for their positions, and give good satisfaction. All our teachers taught here last year except Miss Tacy P. Anderson, who took the place of a young lady who left us.

"The whole expense of our school, including teachers wages, repairs, janitor's wages, furniture, fuel and library, will average about $4,000 a year. Our school house cost, when built, about $14,000, and is now in very good repair. All the rooms are comfortable and cheerful, summer and winter."

JUNEAU COUNTY.—The schools in New Lisbon are in a flourishing condition. The Principal, Mr. J. J. HUGHES is giving great satisfaction. His efforts are ably seconded by Mrs. S. P. WOODWORTH, Assistant Principal, Miss SARAH MCKINSTRY, Mrs. EZEKIEL WESCOTT, Miss EVA HURD and Miss ELIZA FIELDS. Rev. A. O. WRIGHT is the County Superintendent elect.

KEMPER HALL—Is the name given to a school for girls, which opened at Keno sha, October 4th, under the Rectorship of Rev. GEO. M. EVERHART, D. D., an experienced and successful teacher, assisted by an efficient corps of teachers and matrons. It is under the patronage of the Episcopal Church. As showing the animus of the school, we quote from the prospectus; but such an honest and sensible plan of procedure we fear will not make the school popular with those who seek show rather than substance:

"Examinations of pupils extering will be on the studies of the earlier forms or classes, or their equivalents; and in the Collegiate Department will be conducted in writing. While these examinations will be careful and honest, they will be conducted in private and so as to enable every girl to do herself full justice. Our design is to make graduation at Kemper Hall no idle or vain thing, but an honor to the pupil, and a qualification for any sphere among the educated and cultured women of the land. While the higher studies will receive marked attention, the elementary branches of spelling, reading, writing, and correct speaking shall distinguish above all else the pupils of Kemper Hall."

We can conscientiously commend this enterprise, not only to Episcopalians, but to all who wish to have their daughters well trained, and are not averse to having them trained in such a school.

MARSHALL ACADEMY.—This institution is now under the charge of Prof. J. J. ANDERSON. During the present term about fifty pupils have been in attendance, and although the academy is now conducted in the interest of our Norwegian citizens, thirty-five of the above named pupils are Americans.

MANITOWOC COUNTY.—The following resolutions were passed at the close of the Teachers' Institute in Manitowoc county:

"WHERAS, Under the efficient administration of our County Superintendent, Michael Kirwan, several teachers' institutes have been conducted by Prof. Graham, who is now about to retire from the institue work, having been appointed to another field of labor; therefore we, the teachers of Manitowoc,

"*Resolve*, That we are glad to acknowledge our high appreciation of Prof. Graham's services; that we believe the teachers of this county have been much benefited by his labors, and that our schools will long feel the impulse he has given them; and that we ask him to accept as our best token of gratitude, our increased zeal in our work.

"That we deem ourselves fortunate in the supervision of so equable and and accomplished a gentleman as Mr. Kirwan; and that all his efforts shall be heartily seconded by us,"

Responded to by Mr. Kirwan and Prof. Graham in short and appropriate speeches. Remarks by Mr. Stevens.

RACINE COUNTY.—An Institute of four weeks was held at Rochester, commencing September 13, and closing with an examination October 7, 1871. This is the first Institute of its kind ever held in the county, and all admit that it has been attended with the best results. Fifty-seven teachers were present nearly all of the time, and more would have been present had they not been teaching. The exercises were chiefly class drills on the different branches for second and third grade certificates, with discussions on the "Theory and Art of Teaching."—L. EARLE, *Superintendent.*

PERSONAL.

HOSEA BARNS.—We announce with regret the resignation of this gentleman as County Superintendent and Educational Editor of the TELEGRAPH. Mr. Barns has accepted the appointment of Principal of the Fifth Ward Public School in Racine and commenced work there last Monday. He receives a much larger salary as Teacher than he received as Superintendent, and cannot be blamed for accepting the position and salary offered him. As Superintendent, Mr. Barns has labored faithfully and energetically to promote the best interest of the Public Schools and with much success.—*Kenosha Telegraph.*

E. H. SPRAGUE.—We hear with pleasure of the flourishing condition of the schools at Augusta—Mr. E. H. Sprague, Principal.

Prof. ALLEN.—The Madison *Democrat* says that Prof. Wm. F. Allen of our State University has lately been tendered the Professorship of Latin at Cornell University at a salary of $2,250. The offer was not accepted. Prof. Allen retains his chair in the University of Wisconsin.

MR. CARLYLE has been re-elected President of the Edinburgh Philosophical Institution.

PROF. S. N. SNOW, Principal of the High School of Des Moines, Iowa, has been appointed President of the University of Des Moines, vice Col. Abernethy, candidate for State Superintendent of Public Instruction, resigned.

THE PROF. GREENLEAF who was reported dead at Burnham, Me., a week or two ago, was the author of Greenleaf's Grammar, and other school books. He would not reveal his name nor his residence, and it was not found out who he was until after his death. He was a highly educated man, and was about seventy-nine years of age when he died.

MAJOR COOK, who was a member of General Lee's staff, is now Principal of the negro high school in Petersburg, Va.

FRIEDRICH VON RAUMER, the German historian, was 90 years old May 14. He has been a Professor of the University of Berlin 53 years, but ceased to lecture about a year ago.

MISS AMANDA STANFORD, M. D., is the first woman graduate of the Michigan University, Medical Department. She practices at Auburn, N. Y.

CYRUS WAKEFIELD has given $100,000 to Harvard College, Mass., for the erection of a recitation hall, with dormitories, to be called Wakefield Hall.

GENERAL.

THERE are now over fifty colleges open to females in this country.

NINE-TENTHS of all the school teachers in Massachusetts are women.

THE MORAL SCIENCE CONGRESS, of Philadelphia, adopted a constitution and by-laws, decided to meet next year at New York in the last week of April, and adjourned.

THERE are upward of one thousand noblemen privates in the first regiment of Prussian Guard.

THERE are forty female students at the University of Zurich, and there are 800 female medical students in London.

THE number of public schools in Philadelphia, of all grades is 3t0, employing 1,539 teachers, of whom all but 80 are women.

IN the forty-nine Catholic Colleges in this country, there are 555 professors, 248 priests, 7,167 students, and 205,000 volumes in their libraries.

MR. JAMES ANTHONY FROUDE, the historian, has just been relieved from holy orders, assumed in his youth at Oxford. He availed himself of the "Clergy Disabilities act."

IT is expected that between two hundred and three hundred women will attend the next term of the Michigan University. Of the thirty in attendance at the last sesion not one failed.

CLASS DAY at Vassar College was enthusiastically celebrated. During the day Mrs. Ginn, formerly Miss Glover, of the class of 1868, was visited by the class, and her baby made the recipient of a silver cup. The infant is the first grandchild of Vassar College.

SOME miscreant set fire to the staircase in a public school at Birmingham, Tenn., a few days since, while there were five hundred children in the building, whose escape would have thus ben cut off. Fortunately the fire was soon discovered and extinguished.

CAMBRIDGE University, England, is composed of seventeen distinct colleges, all, however, controlled by the general statutes of the University. Thirty years ago, the yearly income of the University was not less than $750,000. At the same time that of Oxford amounted to $875,000.

A RUSSIAN nobleman, who received his degrees from the Universities of St. Petersburg and Heidelberg, as a thorough student of jurisprudence, and who can read, write and speak the Russian, German, French, Italian, English, Latin, and Greek languages, advertises in Hartford for a situation as coachman.

NOT more than four or five years ago a distinguished Boston publisher of much experience advised the friends of a certain young lady that she had better stick to school teaching—she would never make anything of a writer. It was but a new proof of the fallibility of the wisest of us, for the young lady was Miss Louisa M. Alcott, whose new book, "Little Men," sold 26,000 copies before the day of publication.

EARL DE GREY has for the past ten years taken special interest in and responsible charge of the educational department of the English Government. It is therefore a genuine compliment to our public school system, that his lordship, after visiting the Franklin School, the largest, best, and most costly of the schools in Washington, and addressing the pupils, had the frankness to admit the superiority of the system and management of our public schools over those of England.

THE Texas Legislature has just adopted a common school system for that State, in which compulsory education is a prominent feature. A term of schooling, not less than four months in each year, is required of "all the scholastic population." The School Directors of the several districts may separate the blacks and whites, if, in their iudgment, "the peace and success of the school and the good of the whole may require," or they may require the attendance of blacks and whites in the same school.

Joaquin Miller, the new poet, has been spending some days in New York, and, we learn, has impressed most favorably the *literati* of that city whom he has met. He is said to bear a strong resemblance to the late N. P. Willis, and in dress and manners by no means realizes the common idea of a frontiersman. His single eccentricity of costume is the wearing of top-boots. He carries in one leg a bullet received in Walker's Nicaragua foray, and uses a cane for service, not for show. It is not his intention to contribute largely to periodical literature: but he is under engagement to write several poems for the Gentleman's Magazine of London, and these, by arrangement, will appear simultaneously in Scribner's Monthly. Mr. Miller recently received an urgent invitation from Mr. and Mrs. Lee Hunter, of this city, to pay them a visit; but he declined the distinguished honor.—*The Literary World.*

FOR many years the cause of education has little interested the Russians, and an unhelped decline has been consequent. By the last census, we learn that the population of the Empire is nearly 78,000,000, yet not a half million of the Muscovite youth have been in school attendance. Engrossed in the material affairs of her present greatness, this proud nation has been singularly reckless regarding its future maintaining. The discreditable fact is, finally, however, earning attention at the governmental head; and it is published that the Czar is taking action to bring the public schools up to their proper standard, and give the cause of education an attention in future that shall be more consistent with the people's claim to growth.

PURCHASE OF A GREAT LIBRARY.—The most extensive Hebrew library in the world, collected in Amsterdam, Holland, has been purchased by the congregation of the Jewish Temple on Fifth Avenue for the Jewish Seminary. The announcement that it was in the market created considerable interest in the United States, and attracted the attention of the faculty of Cornell University. One of the faculty, it is said, wrote to the congregation of the temple, asking them to buy the library and present it to the University, and promising in return that the institution would create a Hebrew Professorship.

Odds and Ends.

AN OBJECT OF INTEREST—Your deposit in a savings-bank.

SHE who can compose a cross baby is greater than she who can compose books

THE POET LONGFELLOW has been frequently invited to read his poems in public, but always declines.

IN the exact sciences—can a homely woman with a Grecian bend be accurately described as an "inclined plain?"

THE New York *Mail*, which has acquired something of a literary reputation condemns Mrs. Piatt's poems as being "somewhat kerchunkety."

THE ambitious in all ages have made religion an instrument of their designs, and the people, naturally superstitious, have always been the dupes.—*Anon.*

PUFFING and blowing are often considered as synonymous terms. You will discover a difference, however, if, instead of puffing a man up, you should blow him up.

A PERSIAN philosopher being asked by what method he had acquired so much knowledge, answered: "By not being prevented by shame from asking questions when I was ignorant."

BOARDER. "This tea seems very weak, Mrs. Skimp."

LANDLADY. "Well, I guess it must be the warm weather. I feel weak myself; in fact everybody complains."

TWO ladies were traveling on the cars, when a stranger asked the latter what relationship she bore the younger. The answer was quick and pertinent: "She is my sister's daughter, and my daughter's sister!" How?

A VENERABLE clergyman, once upon a time, after finishing his discourse, immediately repeated the whole of it, for the benefit of those who had an "exposition of sleep" come upon them. His congregation subsequently was composed of wide-awake listeners.

BENJAMIN DISRÆLI.—His face is corrugated, his nose like an eagle's beak—curved, like those on Roman coins—or just such a nose as Titus encountered by the thousand—under piercing, almond-shaped black eyes, in the Court of the Holy of Holies, when the Chosen People fell in heaps behind their shields, only glad to die for Jerusalem.

IN an epitaph which we have not found in any of the collections, the composer met most ingeniously the impossibility of making the dead man's name rhyme with the cause of his death:

"Here lies Richard Dunn,
Who was killed by a gun:
His name was Pryme,
But that wouldn't rhyme."

—*Harper's Bazar.*

A USEFUL TABLE.—To aid farmers in arriving at accuracy in estimating the amount of land in different fields under cultivation, the following table is given:

5 yards wide by 968 yards long contains 1 acre.
10 yards wide by 484 yards long contains 1 acre.
20 yards wide by 142 yards long contains 1 acre.
40 yards wide by 121 yards long contains 1 acre.
80 yards wide by 60½ yards long contains 1 acre.
70 yards wide by 69¼ yards long contains 1 acre.
220 feet wide by 198 feet long contains 1 acre.
440 feet wide by 90 feet long contains 1 acre.
110 feet wide by 369 feet long contains 1 acre.
60 feet wide by 726 feet long contains 1 acre.
120 feet wide by 363 feet long contains 1 acre.
240 feet wide by 181½ feet long contains 1 acre.

"MY dear boy," said a fond mother, "never defer till to-morrow what you can do to-day." "Then mother," replied the urchin, "let's eat the plum-pudding to-night."

"WHERE do you hail from?" queried a Yankee of a traveler. "Where do you rain from?" "Don't rain at all," said the astonished Jonathan. "Neither do I hail, so mind your own business."

A SHARP student was called up by the worthy professor of a celebrated college, and asked the question, "Can a man see without eyes?" "Yes, sir," was the prompt reply. "How, sir," cried the astonished professor, "can a man see without eyes?" "He can see with one, sir," replied the ready-witted youth; and the whole class shouted with delight at the triumph over metaphysics.

A BRIDGE at Denver, Colorado, sports this notice: "No vehicle drawn by more than one animal is allowed to cross this bridge in opposite directions at the same time."

TWO facts of interest to the fairer portion of the community have been established by medical statistics. The first is that since stays have been abandoned the annual mortality has diminished among females by eighteen per cent., and the second, that since the overloading of the head with chignons brain fevers have increased seventy-two and three-fourths per cent.

HORACE GREELEY has given orders for the employment of women as proof-readers on the New York *Tribune*, and that they shall be paid the full "Union" price for such work, One woman is already at work, and more will be engaged.

New Publications.

BOOKS.

ELEMENTS OF PLANE GEOMETRY—Part I. With an Appendix on Mensuration. By THOMAS HUNTER, A. M., President of the Normal College of the City of New York. Published by Harper & Bros., New York. 132 pages, 12mo.

This very nicely printed and attractive looking book must contribute materially to make the subject attractive to beginners, for the outside does not belie the inside. The author finds a little too much fault, we think, with other works on the subject. It should be remembered that the teacher is supposed to know something, and all does not depend on the text-book. This little manual, we think, well sustains its claim of beginning right and of being practical; and this last aim is carried further by the chapter appended to the book, on the Mensuration of Surfaces, which enables the pupil to make an application of Arithmetic to what he has learned of Geometry.

SCHOOL HOUSES. By JAMES JOHONNOT; Architectural Designs by S. E. HEWES. New York: J. W. Schermerhorn & Co. 271 pages, 8vo.

Johonnot's "Country School Houses," published in 1858, was the first methodical attempt made in this country to bring architectural science and taste to bear upon the construction of school houses. The work has done much good, and school house architecture, though behind every other kind, is advancing. The present work of Mr. Johonnot cannot but tend to much greater advancement in this direction. It contains a sufficient variety of plans and elevations to meet varying wants and tastes, and the specifications are such that intelligent carpenters and masons

will have no difficulty in carrying them out. Our State Teachers' Association took up this subject two or three years ago, had a preliminary report made, and there stopped. The matter is one of immense importance, and we suggest that its consideration be revived. It would not be amiss if the State should furnish one copy of this admirable work to every county and city superintendent, so that it might be accessible to all school building committees. It should not be overlooked that the very important matter of ventilation is judiciously considered and provided for, and is further presented in an appendix. An admirable discussion of the Town System, from the pen of Hon. A. E. Rankin, Secretary of the Vermont Board of Education, is also appended.

PERIODICALS.

THE ECLECTIC MAGAZINE for December contains a fine portrait on steel of Prof. Tyndall, accompanied by a brief but well written sketch of his life and work. This will be highly prized by lovers of science. "Aerial voyages" is a deeply interesting article on the fascinating subject of navigation in the air. "A Mahometan Revival in India" is the next article. It gives a needed insight into the religious, social and political condition of India. "Some American Books" contains sharp and discriminating criticisms on Bret Harte, Joaquin Miller, Miss Phelps, Miss Alcott and others. The remaining articles are interesting and valuable, especially "Shakespeare and his times." The editorial notes on literature, science and art are full and valuable. The time has come now for readers to decide what Magazine they will take during 1872, and before doing so we advise them to look over a copy of the *Eclectic*. E. R. Pelton, Publisher, 108 Fulton Street, New York. Terms $5 per year; two copies $9; single copies 45 cents.

LITTELL'S LIVING AGE.—This sterling eclectic presents its prospectus on another page. We call particular attention, just now, to its clubbing arrangements. It announces that for *ten dollars*, the Living Age, weekly, containing the cream of Foreign Periodical Literature, and either one of the leading magazines of home literature named below will be sent to one address for one year, viz: Harper's Monthly (or Weekly, or Bazar), the Atlantic Monthly, Lippincott's Monthly, the Galaxy, Old and New, Scribner's Monthly, the Overland Monthly, or Appleton's Journal, (weekly); or for $8.50, the Living Age and Our Young Folks. Alone the Living age is furnished at $8.00 a year, free of postage. Address, Littell & Gay, Boston.

THE REVOLUTION.—This revolutionary organ has passed into the hands of J. N. Hallock, a New York Publisher, has been enlarged, and is now printed on handsome paper, making a very tasteful Journal. It is devoted to Woman and Home Culture, and from the clear ring of its articles it is evident that it has at least no sympathy with the lax notions ot marriage which have been lately ventilated in certain quarters. It is a paper for all Women, and for all Homes. Edited by W. T. Clarke, a well-known and popular journalist of New York. Price, $3 00 a year. Address J. N. Hallock, Box 6711, New York.

The ATLANTIC MONTLY for December contains, Light and Darkness, by John Fiske; "The Legend Beautiful," by H. W. Longfellow; "Kate Beaumont," by J. W. DeForest; "A Japanase Doctor and his Works;" "Watch and Work," by H. James, Jr.; "Shaster," by Clarence King; "Their Wedding Journey," by W. D. Howells; "Chicago," by John G. Whittier; "Gen. Butler's Campaign in Massachuetts," by "Warrington;" "Our Whispering Gallery;" "The Princess Bob and her Friends," by Bret Harte; Recent Literature. Terms—single numbers 35cts. $4.00 a year in advance. Addres J. R. Osgood & Co., 124 Tremont St., Boston.

LIPPINCOTT'S MAGAZINE.—This fine monthly has won itself a worthy place in the republic of letters. Its articles are always good—instructive as well as entertaining. For the new year, the publishers offer a very attractive bill of fare. It includes a new story by George McDonald, author of "Annals of a Quiet Neighborhood," etc., and "Aytoun," a new novel by a talented American author. Whympers Illustrated Narrative of "Scrambles among the Alps," will be continued. The Monthly Gossip and Reviews are uncommonly well written. Terms: $4 a year. Address, J. B. Lippincott & Co., Philadelphia.

THE GALAXY.—We always open the *Galaxy* with a kind of anticipatory zest. It seldom contains anything tame, and may fairly claim to be one of the most brilliant of the whole circle of Monthlies, at home or abroad. Those who have followed the exquisite story, by Mrs. Edwards—"Ought we to Visit Her"—through the last year, will need no urging to see the end of it. For the ensuing year, there will, we are quite certain, be no diminution of the light and lustre of the past. Published by Sheldon & Co., New York, at $4 a year.

OLD AND NEW.—This popular Monthly, edited by Edward E. Hale, offers *free* to *new* subscribers, the last three months of 1871, and also, "THE CHRISTMAS LOCKET," a Holiday Gift Book, published early in December, containing Stories. Poems and other papers by Mrs. H. B. Stowe, George MacDonald, H. H., Joaquin Miller, Miss Williams, Charles T. Brooks. Mrs. Morris Perkins, Edward E. Hale and others of the favorite contributors to "Old and New." By this very liberal offer, subscribers obtain the whole of GEORGE MACDONALD'S new story, "THE VICAR'S DAUGHTER," the first part of which appeared in "Old and New" for October, 1871, which proves to be of peculiar interest, and takes up and carries forward some of the characters first met in "Annals of a Quiet Neighborhood." They will also obtain the whole of a new serial entitled, "SIX OF ONE BY HALF A DOZEN OF THE OTHER," the first chapter of which appears in the December number. This serial will be quite a literary curiosity, being written *jointly* by Mrs Stowe, Mr. Loring, Miss Hale, Mr. Perkins, Mrs. Whitney, and Mr. Hale.

One of these writers furnishes the part which appears in the December number; another takes up the thread of the story and furnishes the chapter for the January issue, and so on through the February, March, April and May numbers for 1872. The conductors of this Magazine do not stop with the entertainment of their readers. They also discuss at the hand of the ablest authors, the gravest questions of politics, religion, social order and history. Four dollars sent to George A Coolidge, Business Agent, care of Roberts Bros., Publishers, 143 Washington Street, Boston, will secure this valuable periodical for one year, and also, the extra numbers offered to new subscribers.

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THE PHRENOLOGICAL JOURNAL for December is at hand. Among the Magazines received each month we find none more really instructive than the *Phrenological*. It is progressive and reformatory, but does not deal in vague and illusory schemes, like most of the so-called progressive publications. The December number, which is a fair specimen, contains, among other good things, Judge Daly, of New York, with a fine portrait; An Old Bone of Contention; An able Review of Mr. Beecher's Life of Christ; The Bridge of Motion, or Recent Scientific Developments; Laura's Experience, a Strange, but True Love Story; Gen. Robert A. Cameron, the Colorado Colonist; Chicago; Chronic Catarrh, its Cause and Cure; Thought, in Sound and Motion; The Geological History of Man; The Faculty of Order and its Culture; Working at Night; The Deserted Village. Single numbers 30 cents; $3.00 a year. A new volume begins with the January number. Address S. R. WELLS, Publisher, 389 Broadway, New York.

The JOURNAL OF SPECULATIVE PHILOSOPHY for October fully maintains its interest for all lovers of Metaphysics, and the number of such is rapidly increasing in our country. It contains, I. Kant's Ethics. II. Thoughts on Logic and Dialectic. III. Review of Hartmann on the Dialectic. IV. Fichte's Facts of Consciousness. V. Wendelenburg on Hegel's System. VI. Bion's Ode on the death of Adonis. VII. Hegel's Philosopy of art-chivalry. VIII. The Quarrel. IX. Philosophy in Europe. X. Book Notices. Published quarterly. $2 per vol. W. T. Harris, Box 2,398, St. Louis, Mo.

A CONJUNCTION.—We learn that the *Congregational Review*, heretofore published in Chicago, Ill., will be incorporated with the *New Englander*, and published in New Haven, Conn. Professor SAMUEL C. BARTLETT, of the Chicago Theological Seminary, one of the editors of the *Congregational Review*, will hereafter assist in the editorship of the *New Englander*, which will now be the representative quarterly of the Congregational denomination, throughout the whole country. The January number will be published early in December. Price $4 a year. Address William L. Kingsley, New Haven, Conn.

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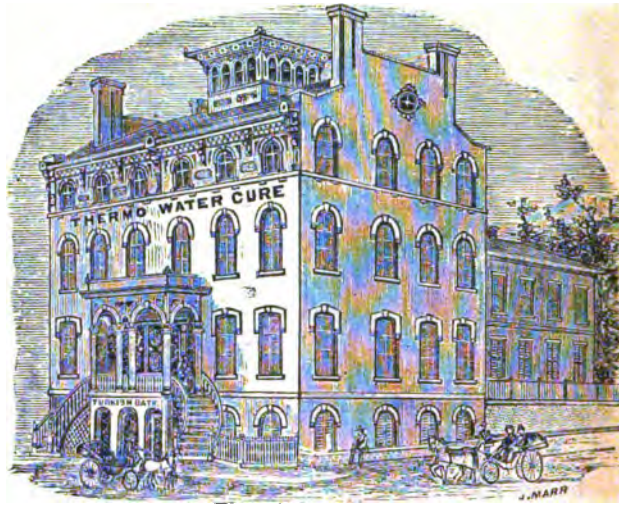

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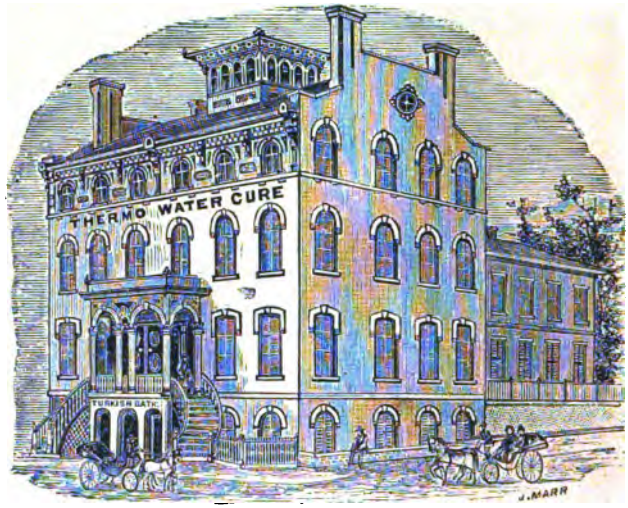

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It is due to themselves that the editors say to their readers that they were both obliged to be absent when the last sheets of this number were going through the press, and that they could not attend personally to the proof reading and some other matters of detail.

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2. Candidates for admission shall be nominated by the County Superintendent of the County (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city,) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and of good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the Superintendent, to the Secretary of the Board.

3. Upon presentation of such certificate to the President of a State Normal School, the candidate shall be examined, under the direction of said President, in the branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the President may require of good health and good moral character, and after subscribing to the following declaration:

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3. Upon presentation of such certificate to the President of a State Normal School, the candidate shall be examined, under the direction of said President, in the branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the President may require of good health and good moral character, and after subscribing to the following declaration:

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4. No person shall be entitled to a diploma, who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school for one term, provided that in his judgment such certificate is deserved.

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NOVEMBER, 1871.

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The Wisconsin Journal of Education.

PROSPECTUS FOR VOLUME II.

With one more issue, closes the First Volume of this Series of the JOURNAL. It will be remembered that the present conductors took the publication in hand at the request of the State Teachers' Association, and that such attention as they have been able to give to it has been an addition to many and pressing official duties.

The pages of the first volume have been filled mainly with original matter. More doubtless might have been contributed; but as the JOURNAL was established at the request of the teachers of the State themselves, we have received and used such articles as they have sent us, without importuning for more, and with but little opportunity for choice. If at any time we have felt regret that our leading teachers did not write more frequently and more numerously, we have remembered that they too have many and pressing engagements. We have received, however, many excellent articles.

In regard to the quantity of matter furnished by us, while but thirty-two pages a month were promised, forty have usually been given, which is well or better than is done by many older publications of the kind. As to mechanical execution, our JOURNAL will compare favorably with others.

We take this opportunity to thank all who have aided us thus far in the enterprise: contributors for their articles; county superintendents and others for obtaining subscriptions; paper-makers, printers and binders, who have enabled us to present our monthly issues in good season, and in a respectable garb; and all our patrons, subscribers and advertisers, for material aid.

We shall make every effort possible to increase in the future, the literary value of the JOURNAL by securing the best writers we can find, for its pages. A generous subscription list will aid us greatly in this direction.

We hope of course that all our old subscribers, who commenced with the first number, may feel disposed to renew their subscriptions. As a general rule, we take it for granted they wish to do so, unless about to retire from the ranks of teachers. We shall be glad to have all who intend to renew, forward their subscriptions as soon after the 1st of December as convenient. *But to those who do not do so, we shall continue to send the* JOURNAL, unless notified to discontinue. *Notice of discontinuance, should be given early in December*, that we may better know how many to print for January.

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DECEMBER, 1871.

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JOHN B. PRADT,
Assistant Superintendent,

Madison, April 1, 1871. Editors and Publishers.

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[Published March 28, 1871.]

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THE ECLECTIC MAGAZINE.—The *Eclectic* for May is out, and has articles by the following eminent authors: Mazzini, Charles Kingsley, Professor Seeley (author of "Ecce Homo"), Robert Browning, W. B. Carpenter, F..R. S., and James Greenwood. ("The Amateur Casual.") Whoever gets the May *Eclectic*, will obtain a fair idea of the kind of literature which this sterling monthly presents to its patrons. He will also obtain a fine portrait on steel of Prince Frederick Charles. Published by E. R. Pelton, 108, Fulton Street, New York. Terms $5.00 per year. Single copies 45 cents.

LIPPINCOTT'S MAGAZINE for May maintains its reputation for choice reading, and presents a remarkable variety of articles, and in addition to all the rest, the serial supplement, "Rookstine." This is proving to be a powerfully written tale. $4.00 a year; single numbers 35 cents; specimen number mailed to any address for 25 cents. J. B. Lippincott & Co., Philadelphia.

HARPER'S MAGAZINE for May contains the Westover Estate, an interesting paper touching old times in Virginia, the Monarch of the Mountains, incidents of Mt. Blanc, Along the Florida Reef, Punch and Judy—illustrated, and other popular papers and several stories, with the usual miscellany. Harper's is always readable and overflowing with matter.

THE GOLDEN AGE, Theodore Tilton's new paper, is one of the most piquant, independent, progressive, aggressive and able newspapers in the country. We do not by any means endorse Mr. Tilton's peculiar views on social, political or theological questions. We have criticised them before, and doubtless shall again. One thing, however, is certain, Mr. Tilton has succeeded in making a newspaper which if one begins to read he will not stop till he *gets through*. Published at No. 9 Spruce street, New York city. $3.00 per year.

HARPER'S BAZAAR maintains its position in the front as a reporter of fashion, pleasure and instruction. We cannot help looking at the fashions in it, though fully conscious of the folly of our fair friends in following hard after them. We would commend to these a consideration of the picture in the number for April 29th, entitled "The Burdens of Fashion," and hope they will take warning in time.

GOOD HEALTH.—Now is the time to subscribe for volume three, which commences with the June number. Any one who sends $2.00 to the office of Good Health will obtain the magazine for one year, and save it many times, perhaps, in doctor's bills. Its articles are very instructive. Address Alexander Morse, publisher, Boston.

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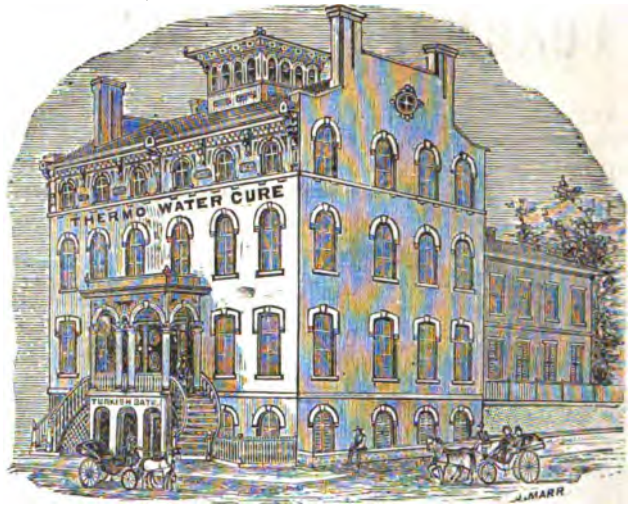
MAN AND WOMAN.—The *Universalist* has this item, with a demurrer attached: "A woman makes application to teach school. The board of education find that she has been divorced, and think it prudent to reject her. Her husband, meantime, though well known to be a libertiffe, is elected to the legislature and takes his seat among the honorable law makers of the State!" Instances of similar injustice in the decrees of society are of frequent occurrence. There is no reason why there should be one code of morals for woman and another for man. Let no part of the code for woman be abated, but let the code for man be brought up to the same level. Why should a man, all reeking with moral pollution, be taken to the bosom of the best society, while a woman for one sin is cast out forever? We never heard a satisfactory answer given to this question. Let the code of morals for males be raised and its punishment for transgressions be summarily meted out, and there will be fewer fallen ones of the opposite sex.



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"	"	Weed " " "	92,831	"
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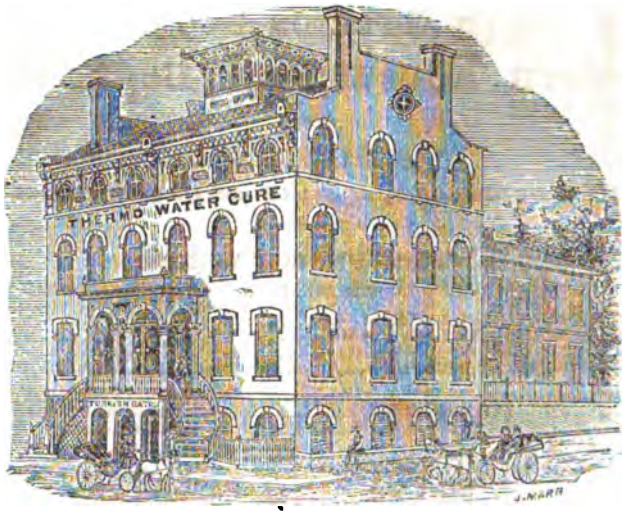

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In 1869 THE SINGER MANUFACTURING COMPANY sold 86,781 Machines, but sold last year (1870), 127,833 (one hundred and twenty-seven thousand eight hundred and thirty-three) Machines! showing an excess beyond the sales of 1869 of over forty thousand; and, as shown by the table below, over forty-four thousand machines more than any other company.

The reader may naturally ask whether this is mere boasting, in answer to which we have to say, that those figures, and the ones given below, are from sworn returns made by licensees to the receiver appointed by the owners of the most valuable sewing machine patents, who license the companies of lesser importance.

In 1870 we

Sold over the		Parham sewing machine company	$126,067	machines
"	"	Finkle & Lyon manufacturing company	125,413	"
"	"	Empire sewing machine company	124,273	"
"	"	Ætna sewing machine company	122,027	"
"	"	Gold Medal sewing machine company	118,921	"
"	"	American Button-Hole company	113,260	"
"	"	Florence sewing machine company	110,173	"
"	"	Wilcox & Gibbs sewing machine company	98,943	"
"	"	Weed " " "	92,831	"
"	"	Grover & Baker " " "	70,431	"
"	"	Howe " " "	52,677	"
"	"	Wheeler & Wilson manufacturing company	44,625	"

From the above figures it will be seen that our rivals in trade are far behind us—that the popularity of what is known as our

NEW FAMILY SEWING MACHINE

Is steadily. and largely increasing We are not so vain as to suppose that these large sales are due to superior business capacity so much as to the merits of our machines, as well as the observation of those who buy and use, and are personally interested in comparing the merits of the different machines before making a selection.

Few have denied, in fact it has been the habit of sewing machine dealers till recently, to speak in laudation of our manufacturing machines, but in the same breath to deny the merits of our machine for family sewing. It was usual to say to a lady looking for a sewing machine, "If, madam, you want a manufacturing machine, the Singer is the best," as if we made one kind of machine only, and had no Family sewing machine at all, though our "New Family" was our greatest triumph, and even then the favorite, ever-ready and never wearying seamstress of many a well regulated household. Our machine, however, told its own story in the great range and variety of excellent and beautiful family sewing which it was capable of doing, and the sales show that its story was not entirely disbelieved or we would not have sold last year one hundred and twenty-seven thousand eight hundred and thirty-three machines, being more than twice as many machines as there are words in the English language; and all this has been accomplished with little aid from exhibitions and fairs, excepting only the world's fair—constituted by the homes of the people—where we received the great award of the highest sales.

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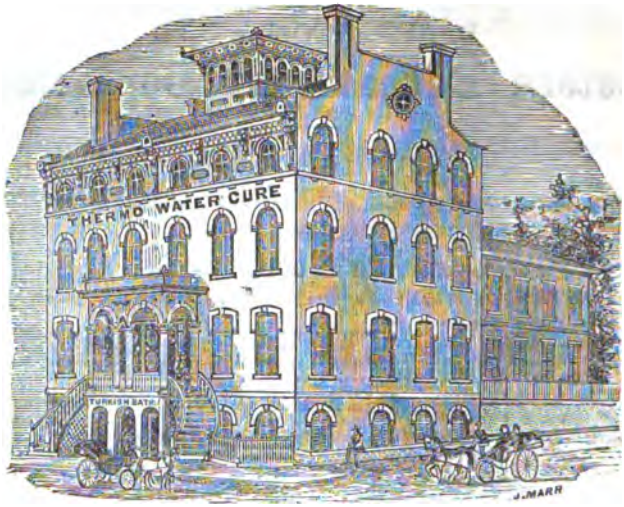

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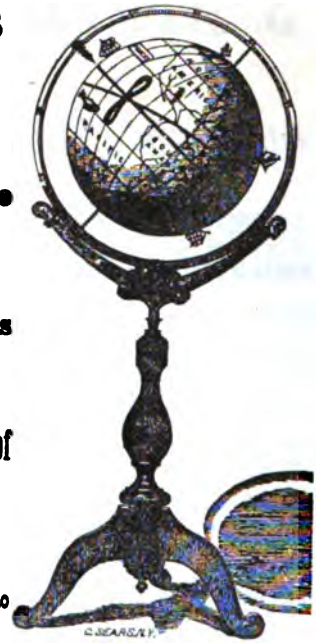

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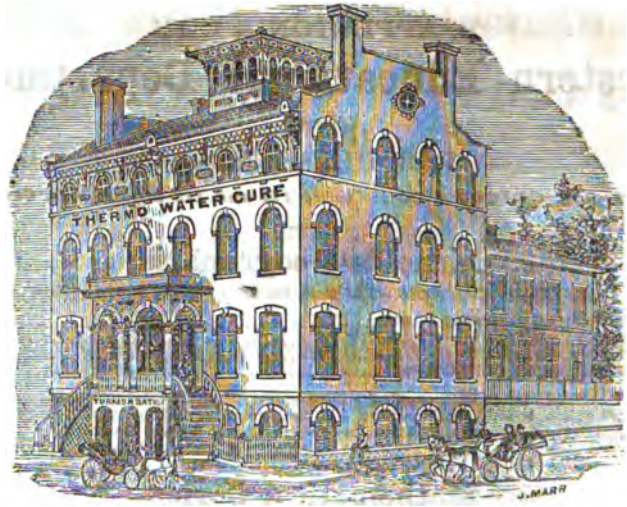

Milwaukee Thermo Water Cure.

COMPRISING ALL THE APPLIANCES OF A FIRST-CLASS WATER CURE,

WITH THE

TURKISH BATH.

P. HANSON, M. D., Member Mass. Medical Society, Late Surgeon 2d Wisconsin Cavalry, **RESIDENT PHYSICIAN.**

Board and Treatment at the Cure. Send for Circular, or send Five Stamps for Pamphlet.

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Dr. Gosse, of Geneva, says: "It (the bath) is the real panacea for the larger portion of the diseases that assail mankind."

Dr. Thudichum, of London, says: "In the bath I feel that I have placed in my hands the most powerful and certain, and at the same time the most safe and agreeable therapeutic agent in existence."

HOME TESTIMONY.

The Turkish Bath is becoming a notable institution for the healing of the sick. That it has been productive of marvellous cures there can be no disputing, and the success with which it has been used adds daily to its importance.—*Evening Wisconsin.*

Having taken some pains to examine the Turkish Bath treatment, both by experiment and scientific investigation, we feel under obligations to our fellow men to give it a high recommendation.—*Christian Worker.*

There is no institution offering its services to the public, that we have watched with greater interest and more satisfaction than the Cure at the corner of Fourth and Sycamore streets. That this institution is founded upon a system of measures more efficient, safe and agreeable than any other in the Northwest, there can be no question. Hundreds of our best citizens and scores of strangers testify in its behalf, and many are the living monuments of its curative powers. In one short year and a half, Dr. Hanson has gained a wide celebrity for his Cure, and we are glad to know that he is reaping a part of the reward he deserves for his enterprise and the benefit he is conferring on the people of the Northwest.—*Sentinel.*

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Sewing Machine.

ESTABLISHED 1845.

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Gives better satisfaction than any Machine extant.

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The reader may naturally ask whether this is mere boasting, in answer to which we have to say, that those figures, and the ones given below, are from sworn returns made by licensees to the receiver appointed by the owners of the most valuable sewing machine patents, who license the companies of lesser importance.

In 1870 we

Sold over the		Parham sewing machine company	$126,067	machines
"	"	Finkle & Lyon manufacturing company	125,413	"
"	"	Empire sewing machine company	124,273	"
"	"	Ætna sewing machine company	122,027	"
"	"	Gold Medal sewing machine company	118,921	"
"	"	American Button-Hole company	113,260	"
"	"	Florence sewing machine company	110,173	"
"	"	Wilcox & Gibbs sewing machine company	98,943	"
"	"	Weed " " "	92,831	"
"	"	Grover & Baker " " "	70,431	"
"	"	Howe " " "	52,677	"
"	"	Wheeler & Wilson manufacturing company	44,625	"

From the above figures it will be seen that our rivals in trade are far behind us—that the popularity of what is known as our

NEW FAMILY SEWING MACHINE

Is steadily, and largely increasing We are not so vain as to suppose that these large sales are due to superior business capacity so much as to the merits of our machines, as well as the observation of those who buy and use, and are personally interested in comparing the merits of the different machines before making a selection.

Few have denied, in fact it has been the habit of sewing machine dealers till recently, to speak in laudation of our manufacturing machines, but in the same breath to deny the merits of our machine for family sewing. It was usual to say to a lady looking for a sewing machine. "If, madam, you want a manufacturing machine, the Singer is the best," as if we made one kind of machine only, and had no Family sewing machine at all, though our "New Family" was our greatest triumph, and even then the favorite, ever-ready and never wearying seamstress of many a well regulated household. Our machine, however, told its own story in the great range and variety of excellent and beautiful family sewing which it was capable of doing, and the sales show that its story was not entirely disbelieved or we would not have sold last year one hundred and twenty-seven thousand eight hundred and thirty-three machines, being more than twice as many machines as there are words in the English language; and all this has been accomplished with little aid from exhibitions and fairs, excepting only the world's fair—constituted by the homes of the people—where we received the great award of the highest sales.

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We have and shall keep in stock at our Central Office, and Agencies, (on spools of various sizes) Twist of all sizes and colors, Linen Thread, Spool Cotton, Oil, and all other articles necessary in the use of our machines.

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THE EQUALIZING SCALE,

Which distributes the tension of the strings upon all parts of the frame, relieving the instrument from concentrated strain in any one part, thus securing much greater strength, durability and power of keeping in tune **The Greater Length of Strings** through all the treble and middle notes, the distribution of strings upon the LINE R BRIDGE, which runs the whole length of the Sounding Board, giving greatly **Increased Power of Vibration** throughout its entire length, producing a purer tone and better accompaniment to the voice than any other instrument.

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LOW PRICE LIST

Will make it for the interest of all parties to look carefully into the merits of this Piano. Examine the workmanship and the quality of materials used in its construction; compare its tone with others; see what improvements have been made; ask the opinion of those who have used them; read the testimonials in our pamphlet; and not be led by the advice of persons interested in other Pianos, to purchase one which you would soon after desire to exchange for a MATHUSHEK. Some dealers in other Pianos have endeavored to check the

RAPIDLY INCREASING POPULARITY OF THE MATHUSHEK PIANO,

By saying that they are not durable, etc. To all those we would say that we challenge them to produce testimony of a single instrument of our make that has failed in any particular whatever. On the contrary all parties who have used them during the past five years, state that they keep in tune much longer than any other, and that

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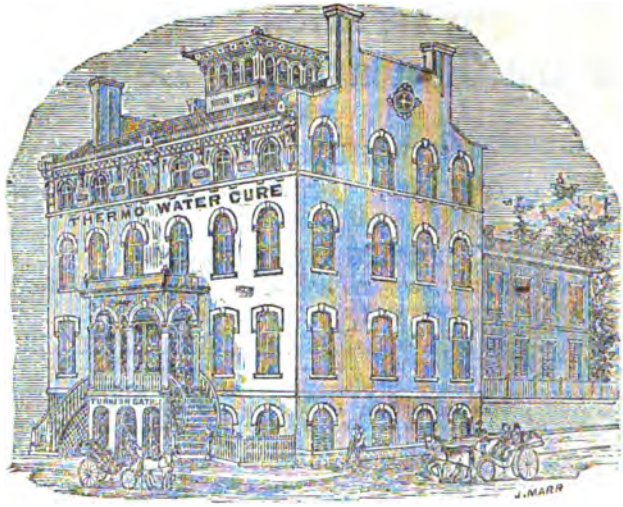

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2. Candidates for admission shall be nominated by the County Superintendent of the County (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city,) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and of good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the Superintendent, to the Secretary of the Board.

3. Upon presentation of such certificate to the President of a State Normal School, the candidate shall be examined, under the direction of said President, in the branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the President may require of good health and good moral character, and after subscribing to the following declaration:

I, ——— ———, do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this State.

4. No person shall be entitled to a diploma, who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school for one term, provided that in his judgment such certificate is deserved.

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